SAFETY Education

DECEMBER 1957

Two Sections · Section One

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

CHRISTMAS MORNING

EDITOR'S NOTEBOOK . . .

"Peace on earth, good will to men."

What a simple credo for men to follow—how sweet those words fall upon our ears in these troubled times!

And yet those were troubled times, too, those days when the words were first spoken by the angel as he appeared to announce the birth of the Christ Child. There may not have been any Russian earth satellites shattering the mysteries of outer space, or intercontinental ballistics missiles thundering into the air with unfathomable destructive force, or hydrogen bomb tests raining atomic dust on the dust of our deserts, but they had their worries. For one thing, there was Herod, wielding his will in a bath of blood. There was the hopelessness of human slavery, the curses of disease, want and starvation. Life was a struggle, then, too, and "Peace on earth, good will to men" fell on ears that were as needful of the comfort in the phrase as they are today.

Worry and uncertainty of the future are undoubtedly the causes of many of the mishaps that add up to our sickening accident toll today. How can we fight this psychological barrier to our goal of ending the killing and maiming? It isn't easy, but it's a challenge, and we must rise to meet it.

First, we must do our level best, through our considered words and actions, to demonstrate our confidence in the future and our beliefs in the fundamental good of mankind. Second, we must work even more diligently to instill in the minds of our children growing up the correct attitudes of safe living, those attitudes that will persist even when life is at its toughest and the temptation to act carelessly is strong. We must permeate our teaching with the basic tenet that *consideration for others*—for one's family, one's friends, even for those people we don't know—is one of the most important qualities that can be developed. Safety is, many times, just being considerate, of ourselves as well as of others.

"Peace on earth, good will to men!" What wonderful words! And we can keep them alive for a generation to come.

A very merry holiday season to you all, from all of us here at the National Safety Council.

BEVERLY THOMPSON

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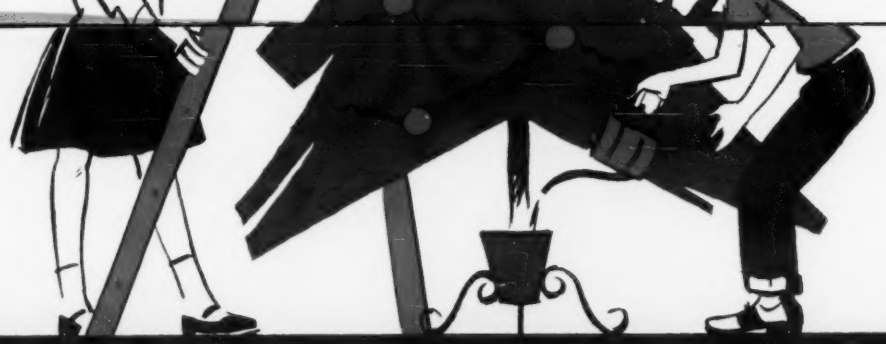

Trim the Safe Way

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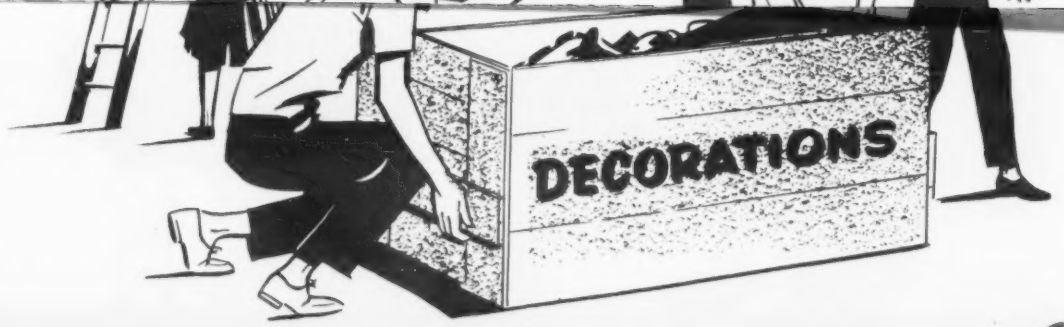

..Use Your Brain!

DON'T RISK A STRAIN

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SAFETY Education

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

Volume XXXVII No. 4 Section One

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Enthusiasm Prevaile
Discussed School Safet

School and College Sessions of the National Safety Congress in Chicago drew safety educators from all over the nation to discuss school safety programs as they relate to a constantly changing community, nation, and world today . . .

WHEN safety educators get together to discuss the problems, the solutions and the satisfactions in their field of endeavor, the air is almost always filled with enthusiasm, ideas and a spirit of generous cooperation.

Such was the atmosphere at the School and College Sessions of the National Safety Congress, held October 21-25 at the Morrison Hotel in Chicago. The sessions brought together educators interested in and responsible for the safety of school children in every part of these far-flung United States, as well as other countries. Eager for information, interested in pooling their ideas, they discussed the full gamut of safety education from the young child first entering school to the college student putting the finishing touches on a 16-year school experience. Joining in the discussions were parents, representatives of outside organizations interested in safety, and others who have dedicated themselves to the prevention of accidents among children.

Setting the stage, at the first general session, for the meeting to come was Omer Carmichael, superintendent of schools for Louisville, Kentucky, who outlined a continuing program of education for safe living for the schools of our country. He was followed by a coterie of speakers delving into four distinct areas of school safety—fire safety, safety for school personnel, physical education and practical arts safety—and one area of cooperation—how the schools of the nation can help the Boy Scouts carry out their 1958-59 *National Safety Good Turn.*

These speeches were merely introductions to the Monday evening sessions, when registrants, in rotation, attended a series of five meetings which delved more deeply into each subject, with the help of a panel of safety experts prominent in each particular area. Pertinent questions were asked and answered, ideas were exchanged and solutions to specific problems approached. It was a stimulating evening, with many individual discussions extending long after the meetings had ended.

The people attending the Congress knew they were in for a great deal of penetrating "think-work" on Tuesday. It was the first day of the planned "Elementary School Days," when elementary educators began to study "the changing world in which our elementary school children are living" and the implications of that world to safety education. Results of their discussions and the integration of their thoughts will form a basis for the continuing program of the newly-formed Elementary School Section of the School and College Con-

Below: A group gathers to chat in the Hospitality Room.

s Educators
t Congress

ference and will be reported at greater length in the January, 1958, issue of SAFETY EDUCATION.

School bus transportation sessions studied problems of protecting school bus passengers, and liability, in a program greatly expanded over previous years.

Some 250 driver educators and safety education supervisors boarded busses bound for Evanston Township High School Tuesday afternoon to watch a Socony Mobilgas Safety Economy Run and to join in a lively discussion, later on, about the advantages and disadvantages of the Aetna Drivotrainer and multiple car plan for driver education. After a dinner, at which all were guests of Socony Mobil Oil Company, the group was treated to a stimulating, evening-long demonstration of teaching by closed circuit television, with its implications for safety education.

Those responsible for safety at U. S. colleges and universities turned their attention to academic courses in the subject, with speakers exploring the responsibilities of colleges in this area and proposed programs of safety in institutions of higher learning. Later, they investigated problems of student housing and fire, the use of accident records to build a concentrated safety program.

(Continued on next page)

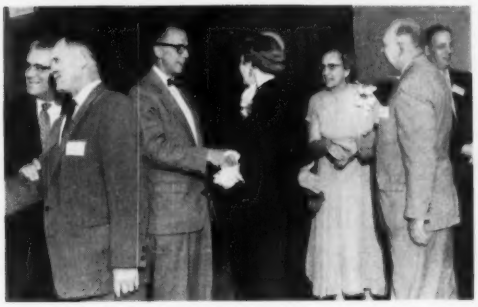
PICTURES: Top: Major Gen. B. K. Young, left, director-general of the British Royal Society for the Prevention of Accidents, greets Warren Meland, Eagle Scout who spoke at opening session. President of NSC, Ned Dearborn, looks on. Center: Marian Telford, School and College Division, explains map of Chicago to delegates at Orientation Session on Monday. Above: Bernard Loft, Indiana University, chairs heavily-attended session on significant research. Below: A few of those featured speakers who made the Congress so well worth attending this year.

J. F. Ingram

Don Higgins

Vaughn Gayman

Edward Abramoski



RECEPTION HONORS MARY MAY WYMAN

A reception on Monday afternoon honored Mary May Wyman, safety supervisor for the Louisville, Ky., public schools, on her being named as the first honorary member of the NSC School and College Conference. Above left: Lowell Fisher presents Miss Wyman with a beautifully wrapped plaque. Louisville school superintendent Omer Carmichael stands by, right. Above right: The reception line. From left: Zenas Clark, Lonnie Gilliland, Lowell Fisher, Eliza Callas, Miss Wyman, Edward Abramoski and Wayne P. Hughes.

Enthusiasm Prevailed at Congress *(Continued from page 3)*

A highlight of the convention was the session on significant research, during which selected doctoral studies related to attitudes and accident experience among certain population groups were explained.

At the combined luncheon and final general session on Thursday, Vaughn Gayman, publicity director at Loras College, Dubuque, Iowa, and radio station news director, offered a barrage of suggestions on how to publicize the school safety program. Emphasizing the fact that publicity increases the scope of the safety message, Mr. Gayman outlined ways of securing that publicity.

"Whatever your safety work or program," said Gayman, "tell an editor about it. The nearest one will do for a start, your school paper editor. Then look for a neighborhood paper, a trade paper, a union paper, church bulletins, then your city newspapers, radio and TV stations."

By late Thursday afternoon, when most were preparing to go home, an air of satisfaction prevailed. The group had accomplished much, they had met new friends, and renewed acquaintances with old friends, they had received help with their individual accident problems, and they had done something concrete in helping to solve the accident problems of the nation's schools●

PLAQUES PRESENTED FOR ACCOMPLISHMENTS IN SAFETY EDUCATION

Right: Lillian Gilliland, Oklahoma City, first chairman of the Elementary School Section, looks pensive as she receives a plaque.

Below left: Norman Borgerson, Michigan Department of Public Instruction, presents Lowell Fisher, NSC vice president for Schools and Colleges, with a plaque.

Below right: Edward Abramoski, Erie, Pennsylvania, flashes a smile as he receives a plaque for heading Driver Education Section from Conference chairman Zenas Clark, Wilmington, Delaware, right.

NATIONAL SAFETY COUNCIL

425 NO. MICHIGAN AVE.
CHICAGO 11, ILLINOIS

Dear Member:

The Boy Scouts of America have adopted safety for their good turn during 1958. They will work in the areas of traffic, outdoor and home safety.

I am sure you will appreciate the unlimited accident prevention potential offered by the organized efforts of four and one-half million Scouts and their adult leaders, all working in cooperation with their families, neighbors, local business men and local officials. This opportunity presents the greatest challenge in our history to make major advances in preventing accidents.

Scout leaders have been instructed to meet with safety leaders to discuss problems, determine plans, set up leadership, arrange for cooperation and to develop a schedule of action. Therefore, as an active supporter of safety you may be contacted by the Scout leaders and local safety organization of your community.

The purpose of this letter is to urge you to take the initiative and contact the Scouts and offer your assistance. Then, follow up, and give the help needed to insure that constructive projects are planned and executed. This course of action is in complete accord with the requests made to me by national Scout officials who feel that such action will help bring to the Scouts the assistance they should have.

Will you please contact your local Scout official and local safety organization, offering your experience in safety to the Good Turn program? Then, will you please sign and return to the National Safety Council the blank on this page?

Sincerely yours,

G. C. Stewart

G. C. Stewart
Executive Vice President

Boy Scouts, Planning Year-Long *Safety Good Turn*, Ask Your Help

FOUR-AND-ONE-HALF-MILLION Boy Scouts, through their troops all over the nation, will devote themselves to improving safety habits in their homes and communities for a year starting in March, 1958. This gigantic effort, the National Safety Good Turn, will bring to the attention of every Scout and Cub our country's need to reduce accidents and the part he can play in meeting that need.

The Scouts are not safety experts, however. *They need your help* in putting on their program. Please offer your assistance to local units by filling in the form at right, mailing it to the address indicated.

SAFETY GOOD TURN
c/o National Safety Council
425 No. Michigan Avenue, Chicago 11, Illinois

I offer my experience in safety to assist the *1958 Safety Good Turn* through my local Boy Scout Council and local safety organizations.

____ I have called my local Scout official.

____ I have called my local safety organization.

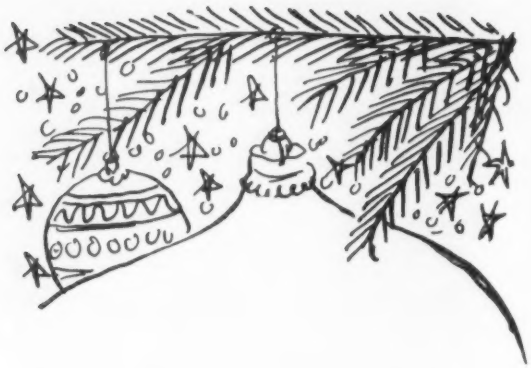
____ Please put me in touch with Local Scout officials.

Name_____

Position, School System_____

Home Address_____

City_____ State_____



'Twas the W
And All T

the children were learni

"LET'S not mar our Christmas with an accident!"

That was the feeling we at Willow Brook School had when we organized our Christmas safety program last year. Knowing that, in many families, careless habits or lack of knowledge of safety rules bring about unfortunate accidents during the Christmas season, we decided to bring safety rules to the attention of children in every grade so that accidents would not ruin the expected pleasure of the holidays.

Safety education, of course, is continually stressed at Willow Brook School. The staff works together to develop a purposeful safety program which will carry over into situations the children will meet outside of school. We also work closely with our P-TA Safety Committee. Willow Brook School's *News for Parents* is sent to each home every Tuesday, and safety news, bulletins and check lists are sent right along with this newsletter.

This year, in thinking through a program of safe living during the Christmas season, the staff decided to stress fire prevention, giving special attention to Christmas trees and the use of toys, bicycles and electric equipment.

In each home room, the children discussed with their teacher the simple rules they could follow to prevent their tree from catching fire. Each class came up with a list of safety rules for Christmas trees, and they promised to remember the rules while decorating their trees. To supplement their memories, a copy of the rules was printed in one of the issues of the *News for Parents* and sent to each child's home. These were the rules the children worked out:

- Stand the tree in water or a bucket of wet sand. Check sand daily for moisture.
- Check tree lights for frayed wire, loose sockets and worn insulation.
- Keep tree away from doors, windows, fireplace, lamps and radiators. Do not allow smoking near the tree.
- Use only fireproof decorations.
- Turn off the tree lights when leaving the room.
- Keep gift wrappings and electric toys away from the tree. Dispose of the wrappings after opening the gifts.
- Remove the tree from the building or house as soon as the needles begin to dry.

A second grade group made a large tree out of green construction paper. Out of more construction paper, they cut balls and wrote Christ-

The Night Before A Fire-Safe Christmas*

By Capt. Claude Conlin, Jr., Retired
Los Angeles Fire Department

'Twas the night before Christmas, when all through the house,
Not a creature was stirring, not even a mouse.
When down through the chimney, all covered with soot,
Came the "Spirit of Fire," an ugly galoot.
His eyes glowed like embers, his features were stern,
As he looked all around for something to burn.
What he saw made him grumble, his anger grew higher.
For there wasn't a thing that would start a good fire.
No doors had been blocked by the big Christmas tree,
It stood in the corner leaving passageways free.

The lights that glowed brightly for Betty and Tim
Had been hung with precaution so none touched a limb.
All wiring was new, not a break could be seen,
And wet sand at its base kept the tree nice and green.
The tree had been trimmed by a mother insistant
That the ornaments used must be fire-resistant.
And mother had known the things to avoid,
Like cotton, and paper, and plain celluloid.
Rock wool, metal icicles, trinkets of glass,
Gave life to the tree; it really had class.

And would you believe it, right next to the tree,
Was a suitable box for holding debris,
A place to throw wrapping of paper and string,
From all the gifts that Santa might bring.
The ugly galoot was so mad he could "bust,"
As he climbed up the chimney in utter disgust,
For the folks in this home had paid close attention
To all of the rules of good "Fire Prevention."

Reprinted from The Junior Fire Marshal Magazine, *Hartford Fire Insurance Company.*

k Before Christmas

ough the School . . .

make *safety* the rule!

By Ruth Hurt
Principal
Willow Brook School
Oak Ridge, Tennessee

mas tree rules on them before hanging them on the tree.

Another group painted the rules on fireproof balls before they placed them on their tree.

Other groups entered wholeheartedly into the plan to make this Christmas a happy one, unmarred by accidents. All teachers read the poem, "The Night Before A Fire-Safe Christmas," by Captain Claude Conlin, to their classes. The primary children drew pictures to illustrate the poem. The older children worked the Christmas Crossword Puzzle in the Winter issue of the *Junior Fire Marshall* magazine.

A first grade made booklets of pictures of the toys they would like to receive for Christmas. One section of each child's booklet was devoted to how they would care for these toys. They also wrote poems about safety with their toys and electric appliances.

A third grade group formulated warnings in the use of electric toys and appliances, and illustrated these warnings with colored pictures made with the school camera.

All classes reviewed our bicycle and tricycle safety rules, as several children would receive these gifts for Christmas.

Several older boys were expecting to receive guns for Christmas. Their teachers discussed how to use these guns with them. They were told to go into an open space, put up a target and shoot at it. They were instructed not to shoot at window panes or buildings, and also not to shoot at birds.

Of course, with all of our teachings about safety rules, we didn't ignore the meaning of Christmas. Christmas's significance in peace and good will to men has a particular application to safety. All of our children discussed the meaning of Christmas in their classes so that they were able to relate the lessons of Christmas to the foundation of an attitude of safety, peace and good will to men●

It Takes *Coordination*

to get everybody in the schools working together on safety . . .

MRS. ORA WAKEFIELD, Health Education Coordinator, Safety Director, City Public Schools, Nashville, Tennessee.

AN ACCIDENT to a child of school age is given prominent notice on the front page of the newspaper. The story is often accompanied by an educational cartoon.

Such interest in the safety of school children is continuously emphasized in varied and numerous ways. Agencies wishing to attract the attention of the public use a variety of media to do it. Advertising often features the safety theme, and hundreds of booklets, leaflets, calendars, rulers and the like are available from companies concerned about the safety of children. Almost any company will sponsor a safety program and provide signs, slogans and stickers.

How are schools to meet all this willingness to cooperate in the safety program?

There are also many and varied elements in the educational program itself which can contribute to the safety program, for accidents are no respecters of places, departments or divisions within the school system. Each, or all, may be the scene of an accident during the school year, and the people in charge of these places are interested in accident prevention.

How can we coordinate the efforts of all these people in all these places, both school and non-school, so that we will have a well-balanced, effective safety program?

In my school system, we have used the following techniques with some degree of success:

- Responsibility for the school-wide safety program has been delegated to one person officially responsible to the superintendent and the board of education. In the local schools, the principals delegate primary responsibility for coordinating the program to teacher-safety sponsors.
- The administration gives active support and recognition to the safety program.
- All pupil accidents that require medical care or absence from school are reported to the central office on cards provided. These are summarized, and reports are made to the superintendent, the board of education and to the local schools. This procedure pinpoints the problems and indicates needed emphasis in the instruction program.
- A safety steering committee of 12 persons, composed of principals, supervisors and teachers from various grade levels, assists in determining policies, program planning and evaluation.
- Instruction guides are developed by teachers working in committees under the direction of central office personnel. These instruction guides incorporate the best teaching practices. They suggest objectives, activities, materials and methods of evaluation.
- Community cooperation is solicited by the schools, and all contributions to the instruction program are channeled through the safety director and the advisory committee. Cooperating agencies include the city police

department, the fire department, the Automobile Club, insurance agencies, the American Red Cross, and others.

Recognition and appreciation of the efforts of teachers, pupils, community agencies and individuals is expressed in various ways. One particularly effective medium has been an annual field day in the spring. Here, approximately 15 community agencies contribute to a program designed to recognize safety patrols, teacher-safety sponsors and patrol mothers.

The program on Field Day also provides instruction in water safety, home and fire safety, traffic safety and the like. The PTA provides lunches, the Nashville Transit Company provides transportation, and other local agencies make their contributions in demonstrations and various other ways.

The basic philosophy underlying the program pays large dividends in the final results: representation in the planning of all who are to participate.

of the topic or topics to be used for the month. Incorporated in the bulletin is a "Things to Do" section for use by the students. This section includes problems or projects representing both simple jobs and complex assignments. All of the assignments have to do either with the school or home environment.

Teachers are over-burdened with work, and I believe that, as a supervisor-coordinator, the more meaningful and practical material I can pass on, the better chance I have that the teacher will use it. Sketchy ideas are best, but a good, detailed curriculum with project work based on individual differences, and also on the school and home environment, can spark all kinds of individual creativity.

Almost immediately, these bulletins were a success. Teachers requested more copies. The distribution list of 373 copies per month grew until, by the end of the school year, we were distributing almost 600 copies a month.

These are two techniques that have proved successful here in our state. I would advise

We asked three safety educators this question: What techniques are most satisfactory for getting and coordinating the cooperation of all the various elements in the education program which can contribute to safety education? Here are their answers.

RENATO E. LEONELLI, Coordinator of Safety and Safe Driving, Rhode Island Department of Education, Providence, Rhode Island.

Several years ago, a School Bus Law was passed in Rhode Island. To make sure we all understood the law and its implications, it was decided that, at one of the regularly scheduled School Bus Drivers' Clinics, an hour of the program would be devoted to the interpretation of the law. The clinic ran smoothly. Key state people addressed the drivers, and, at the end of the program, I requested questions pertinent to their work from the bus drivers.

I was amazed at the problems that existed! Right then and there, I decided to use the experiences of other drivers in answering questions. The session lasted about two and one-half hours, and all the problems were answered. Knowing their solutions were being used to solve problems which would come up in the future engendered a very wholesome attitude among the drivers. Participation was good. The session was so successful that we have since scheduled other sessions.

In alternate months, a detailed safety curriculum bulletin is sent to every school in the state. The outline is a complete presentation

that before *any* technique is employed, the supervisor analyze the personnel with whom he is dealing. Done correctly, this can just about guarantee the success of any technique.

DR. WILLIAM STONE, Director, School Department, Chelsea, Massachusetts.

Any worthwhile program must have aims and objectives. This is particularly true of a safety program.

Through the use of devices such as radio, television, stories, blackboard sketches and the use of mannikins, safety may be emphasized. Somewhere in the teaching of safety, the high correlation between emotional disturbances and accidents should be noted.

Awards for a continuous safety record should be given to schools, groups and individuals.

A careful inspection of all school play areas should be made frequently, and corrections made when necessary.

In Chelsea, the school department has instituted a water safety program. The junior high school boys and girls are taught water safety during school time. High school students get a first aid course, with safety and accident prevention included●

We Took Home Safety Out Of The Doldrums

Teaching safety *incidentally* with other subject matter in home economics classes just wasn't doing the job, this high school learned. Now, students receive *intensive* safety training through a dynamic new program in home safety . . .

By C. W. Seay
Principal
Dunbar High School
Lynchburg, Virginia

INHERENT in the purpose of Dunbar High School is meeting the needs of its students. Since the homemaking department is the avenue through which the school attempts to carry out its purpose of contributing to improved home living in this community, the specific goal of that department can best be stated as "Better Home and Family Living."

We believe that better home and family living involves safe living; therefore, much consideration has been given to safety education since the beginning of the program.

The very nature of the homemaking program enables it to give much attention and time to home safety training.

Before the school year 1955-56, we taught safety in homemaking largely as it cuts across subject matter lines. This instruction was done largely through discussion and notebook work, and presented in the form of warnings as we worked in the various areas.

We evaluated the effectiveness of our incidental instruction in home safety by observing students as they worked at school and at home, and by studying accident causes in their families. Their safety habits, we found, were not good. It was then that we decided an *organized unit of work on home safety* might prove profitable. We began planning teaching materials around the unit suggested by our state department of education: Sharing in Making Our Home Safe, Clean and Attractive.

The unit included classroom safety, home safety, child safety and safety for the aging. Special efforts were made to increase pupil awareness of accident hazards, first, through a

Another Virginia high school which places special emphasis on safety in its home economics classes is Wilson Memorial, in Fisherville, Virginia. In the picture at right, boys taking home economics are given special safety training following the unit, "Sharing in Making Our Homes Safe, Clean and Attractive," worked out by the Virginia State Department of Education.

Safety Hazards Existing In Our Homes

(From a student home hazard hunt under the direction of the Home Economics Department, Dunbar High School)

Hazards	*Number of Cases*
Phone number of doctor and druggist not kept	20
Not using pot holders	18
Dishes carelessly placed in the cabinet	15
Sharp knives loose in drawers	15
Pans on the stove with handles outward	15
Children playing with unsafe toys	13
Using chairs and boxes to reach high places	13
Children's toys left on the floor	13
Hands of family members injured by sewing machine	12
Medicine chest cluttered and improperly stocked	12
Too many appliances on one outlet	12
Last basement step not identified	11
Family members injured with the washing machine	10
Matches lying around carelessly	10
Not using non-skid mats for the bathtub	10
Touching electric appliances with wet hands	9
Unlabeled medicines in the medicine chest	9
Poorly lighted basement stairs	8
Habit of walking in the dark	8
Children's beds too near the window	8
Tools left carelessly in the yard	8
Iron left on carelessly while doing other things	7
Step tools in need of repair	7
Scatter rugs with non-skid backing	6
Toys and other objects left on the stairs	6
Loose electric cords around the room	6
Boards with nails, other trash left in basement	5
Using kerosene in making fires	5
Smoking in bed	5

showing of the film, *Safety Begins at Home,* and the filmstrip, *Keeping Children Safe,* and through discussions on home accidents that are the result of negligence. We also distributed mimeographed material and poster displays. The homemaking unit pointed up the fact that projects aimed at making the home attractive and clean should always include accident prevention.

Some of the more successful activities of the departments were:

Demonstrations—Demonstrations were conducted on burning leaves and trash; storing paints and oily rags; observing safety measures in food preparation, clothing construction, laundering and handling other equipment; administering first aid; and recognizing poisonous plants about the home.

Distribution of Material—Mimeographed drawings of home accidents, done by some of the more artistic students, with an attached score card for personal use, were distributed. These were reproduced from drawings in the July, 1955, issue of the *Virginia Health Bulletin.*

Construction of Articles—Safe, easily cleaned children's toys were constructed as part of a child care unit, and home medicine chests were made from cigar boxes. These chests were used to display the proper storing and labeling of medicines, and many students took them home for permanent use in their homes.

Campaigns and Contests—Class members located free materials on home safety from coupon sections of magazines and collected old jar rubbers to sew on the backs of scatter rugs to prevent skidding.

Diary on Home Accidents—The students developed a form for and kept an accident diary for six weeks. In the future, we would like to extend our accident report over the entire year and devise some way of helping pupils secure materials for needed home repairs of such items as steps and porches. We would also like to sponsor a safety fair●

Perfection-Plus for Emergency Evacuation Drills!

By the Fire Safety Education Committee, Safety Education Supervisors Section. Members: Lois Esterbrook, Los Angeles, California; Norman J. Gore, Decatur, Illinois; Ralph Stinson, Topeka, Kansas; Rev. William J. Franer, Cincinnati, Ohio; and Mary May Wyman, Louisville, Kentucky.

Frank O. Stangel, Chairman

FIRE, flood, tornado, hurricane or military attack—any catastrophic event of man or nature—requires a perfectly executed emergency evacuation drill which will move students, teachers and other personnel to safe areas in the school building, to areas close by it, or within a zone of safety determined by the particular catastrophe involved. Any of these unfortunate events might befall any school at any time and demand that:

- All movement of persons be controlled and coordinated, executed in a minimum of time, promoting through order and efficiency a spirit of confidence and mutual helpfulness.
- All environmental conditions—whether hampering or facilitating movement—be exploited to the fullest in ensuring safety.
- Ideal leadership and followership obtaining the values of decisive authority plus leadership acceptance and constructive and useful participation in planning by everyone.

Realizing these needs, the Fire Safety Education Activities Committee of the Safety Education Supervisors Section, National Safety Council, has developed a checklist for fire and other drills requiring movement of all school personnel. The checklist, in the form in which it was submitted to the executive committee of the Section, is printed below. *(Continued on page 14)*

Emergency Drills Check List

Check the proper space to indicate *Satisfactory, Acceptable* or *Unsatisfactory* emergency evacuation preparation in your school system.

Satisfactory	*Unsatisfactory*	*Acceptable*	
			1. *Grass Roots* Are student observations used to perfect drill efficiency?
			2. *Individual and Group Cooperation* Does the attitude and general response of pupils indicate that they understand the significance of well-ordered exit drills?
			3. *Basic Understanding* Is the primary objective of each drill the training of children for a complete understanding of the purposes behind each regulation?
			4. *Responsibility Development* Does the attitude of each child indicate readiness to act independently of close adult supervision, yet efficiently toward appropriate safety goals?
			5. *Leadership in Depth* Are all appropriate personnel (teachers, custodians, designated pupils, etc.) briefed to carry out drill responsibilities in the absence of the usually responsible administrative officer?
			6. *Scour Out* Is inspection planned to ascertain that every conceivable room in the building is evacuated?
			7. *Perfect Accounting* Do teachers carry classbooks to permit immediate location of all students before recall is sounded?

8. *Help for Handicapped*

Have special provisions been made to assist disabled or handicapped persons during exit drills?

9. *Changing Conditions*

Have "blocked exit" drills been used to give training in emergency use of exits and stairways other than the usual ones designated?

10. *Surprise Alert*

Would the building be vacated in prompt and orderly fashion if drills were held:

a. on the first day of school?
b. when pupils are in the auditorium?
c. when pupils are in the cafeteria?
d. when pupils were in the halls and stairways during intermission?
e. When upper grade classes, containing many of the fire squad members, were in an outdoor physical education class?

11. *Equipment Readiness*

Are fire escapes and exit facilities checked for safety frequently and regularly?

12. *Progress Record*

Are accurate records kept of the essential elements of each drill—speed, order, special emergencies, guidance given to particular groups or individuals?

13. *Perfect Signal System*

Is the drill signal unmistakable, heard everywhere, known to everyone, and free from mechanical imperfections which might render it inoperative?

14. *Quickest Warning*

Is there a bell switch at several convenient locations, and are they conspicuously labeled?

15. *Substitute Signals*

In the event that the electric fire alarm system were inoperative, have pupils been trained to respond to an emergency hand bell signal?

16. *All Hands at Stations*

Are custodians trained to turn off ventilating fans and other drafts, begin or see that appropriate fire extinguishing action is in progress, and direct fire department personnel to the location of the fire?

17. *No One Is Indispensable*

Do engineers and custodians keep equipment (gas main wrench, etc.), charts (location of sprinklers, etc.), key telephone numbers (fire department, civil defense authorities, etc.), and all other appropriate information and equipment in readiness for their immediate use?

18. *No Recall Mistakes*

Is the recall signal one that could not possibly be mistaken for some other signal?

19. *Control Outdoors*

Are monitors, faculty members or others assigned stations and duties to insure safety from traffic or other hazards outdoors?

20. *Battle Is the Payoff*

Could it be predicted that students would react in essentially the same manner as they do for practice drills in conditions of actual emergency, such as smoke, blocked exits, natural disasters and some degree of student panic?

Perfection-Plus for Emergency Evacuation Drills! *(Continued from page 12)*

Comments received from members of the executive committee indicate that it should be a most effective guide to action for the school building administrator, safety education supervisor or faculty member held responsible for the important task of preparing school children for mass movement to safe areas.

It was felt by the committee that the Safety Education Supervisors Section should adopt as a project the refinement, publication and wide distribution of the checklist.

You will notice that the checklist has a rather unique device, a heading for each item which, in brief, describes the item.

The Fire Safety Education Activities Committee wrote these headings to promote recall, feeling that pupils, teachers and all concerned might, through remembering the headings, recall all the elements necessary to achieve perfection-plus for emergency evacuation drills. Further, they felt that careful classroom instruction and wide bulletin board publicity could be facilitated by using the headings in an emergency drills "chart of progress." Such a chart could be a primary feature of a central bulletin board, enabling each passer-by to know at a glance how well his school is prepared to carry out every phase of quick, coordinated movement to safety.

A sample of the type of chart you might set up on the most looked-at bulletin board in your school follows. It could easily be constructed by a special committee of the faculty or student council, or a joint committee of both faculty and pupils and the non-certificated staff of your school. Displayed prominently and used for class instruction it should eliminate any lingering doubt that children in your care might not be completely armed for the sudden terror of fire, flood, tornado or other disaster●

Emergency Drills Chart of Progress	*Satisfactory*	*Acceptable*	*Unsatisfactory*
1. *Grass Roots* (Participant suggestions)			
2. *Individual and Group Cooperation* (Measured by execution)			
3. *Basic Understanding* (Training by doing)			
4. *Responsibility Development* (Correct attitudes)			
5. *Leadership in Depth* (Emergency replacement of action leadership)			
6. *Scour Out* (Assurance of safety for all)			
7. *Perfect Accounting* (Roster of all participants)			
8. *Help for Handicapped* (Special assistants)			
9. *Changing Conditions* (Blocked exits, etc.)			
10. *Surprise Alert* (Special situations in school day)			
11. *Equipment Readiness* (Inspections of all safety equipment)			
12. *Progress Record* (Comparison of drill efficiency)			
13. *Perfect Signal System* (No mechanical defects)			
14. *Quickest Warning* (Convenient signal locations)			
15. *Substitute Signals* (Hand bell or other warning)			
16. *All Hands at Stations* (Technical service of custodians)			
17. *No One Is Indispensable* (Easy access to wrenches, location charts, etc.)			
18. *No Recall Mistakes* (Clearly understood safety signals)			
19. *Control Outdoors* (Protection from traffic, etc.)			
20. *Battle Is the Payoff* (Prediction of perfect performance in actual emergency)			

Skiing Safely

safety education data sheet number 84

Statistics

1. It is startling, but possible, that 90 per cent of ski injuries are caused when the victim overestimates his skiing ability. In a study made recently by the National Ski Patrol System to determine accident factors in skiing, it was found that 0.5 per cent of the injuries resulted from poor visibility on the hill; 7.9 per cent from poor ski equipment; 3.6 per cent from one skier colliding with another; 4.4 per cent from collision with a tree, rock, bare spot or sitzmark; and 70.11 per cent were reported as being simply out of control.

2. This last figure, though it deserves careful analysis, reveals the importance of full ski control. Simple logic indicates that, if a skier is in full control of his skis and knows how to handle them under all types of snow and lighting conditions, there would be few accidents. The usual explanation for skiing accidents, given by experts, is *over-confidence.*

3. In the same survey, the balance of the accidents were caused on the tow (7.25 per cent), through poor hill maintenance (3 per cent), and in competition (1.36 per cent).

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Skiing Safely

4. *Ski Lessons.* No one can learn to ski by reading a book and then going out to the nearest slope to practice what he has read. Lessons in skiing by a qualified ski instructor not only increase enjoyment of the sport, but decrease the chances of being injured. Remember—a few lessons do not make an expert skier. Would-be skiers should be careful, and *never* overestimate their skill.

5. *Stay in Control.* No skier should ski on terrain beyond his ability. Deep bumps, ruts, obstacles, soft spots, all can be handled by the *competent* skier.

6. *Keep Eyes Open.* Always expect the unexpected—a skier darting out of the trees along the trail; another dashing down the hill just above; a sudden change in snow conditions; spots of snow that are in shadow. Although no one rule can always apply, usually, if an oncoming skier is moving rapidly, you should keep moving also. He can predict *his* movements, but not yours!

7. *Visibility.* An overcast but bright sky often causes "flat" light, that is, the humps and hollows of snow seem to blend into one flat surface. Knees should be flexible to accommodate one's balance to these unseen irregularities in the snow. Under these conditions, it is best to stop skiing until the light improves. Only ski patrolmen have to ski under dangerous conditions.

8. *Snow vs Sunlight.* Snow conditions on a slope can change from hour to hour because of sudden, cloud-formed shadows or temperature changes. Early in the morning the surface may be hard, crusty and fast. During the day it may soften to an easily maneuverable surface. Late in the afternoon it starts to freeze, and the skier-formed ruts become hard, edge-tripping hazards. Winds may form a hard crust that later softens from below—*danger!* This is not only a critical avalanche condition, but a skier's weight may suddenly drop him through the crust with disastrous results to his ankles and legs. Breakable crust can be handled satisfactorily only by the expert. The skier should remember to:

a. *Know the terrain.*
b. *Know the snow conditions.*
c. *Know his ability.*

Conditioning the Body for Skiing

9. Poor physical condition is a major factor in ski accidents. Hundreds of competitions are held annually on the ski slopes, yet probably no more than one and one half per cent of ski

(Continued on next page)

accidents occur in a ski meet. That is because a racer may be traveling 60 miles per hour and spill, but injuries seldom occur because of his magnificent physical condition and athletic reflexes. Put the average skier in the same spot and see what happens!

10. The majority of skiers sit behind a desk five to six days out of the week. Then they make a dash for one of the most strenuous physical sports known. Muscles, tendons, ligaments, all have been relaxing. Suddenly they are stretched, twisted, pulled and otherwise abused.

11. The week-end skier must constantly train. This means daily exercises that start before the ski season starts. Deep knee bends, running, hiking and swimming are all excellent preparation for skiing.

> a. A skier can strengthen his ankles by placing a book on the floor, standing on his toes on top of the book, and raising up and down on his toes. Ten minutes a day may save ten days in the hospital.

Ski Courtesy

12. *On the Slope.* The oncoming skier always is given the right-of-way.

13. If a skier is the only one coming down, he cannot depend on the cry, "Track!," to clear the trail. Some snow-bunny may not move quickly enough, or he may move directly into the skier's path. Narrow trails may be suddenly blocked by a sprawled skier around the next bend. Keep that amber caution light on.

14. If a fallen skier is found, others should stop and see if he needs the ski patrol. If so, someone should be sent after the patrol with *careful* instructions on the accident location; one skier must stay and keep the injured one comfortable. A jacket should be placed over him. If it is possible to do so without worsening the injury, remove his skis. *Do not try to give him emergency treatment for his injuries unless you're a qualified first-aider.* Leave that to the ski patrol.

15. *Lift Lines.* A skier approaching a tow or lift should stop a reasonable distance from a line of skiers waiting for the tow. Show-offs who try to slide to a stop right at the line often have faulty brakes. *Only ski patrolmen on duty are permitted to step to the head of the line.*

16. *Ruts and bumps.* Nature didn't make these; skiers did. It's much more fun to ride across the ruts instead of following the groove, providing the skier has had enough experience to handle himself!

17. *Sitzmarks.* Often defined as a "bathtub," these are actually excavations in the snow resulting from the sudden impact of a skier's posterior. Every skier makes one at some time or another; but many skiers leave the evidence for the next skier to fall into! If a skier falls and dents the snow, he should take a few seconds to stamp and scrape snow into the hole and smooth it out. Otherwise, he may fall into it again himself on the next trip down!

18. *Slope Debris.* If a branch falls on the trail, it should be kicked out of harm's way. If pieces of ski equipment are found, the skier should carry them down to the area operator or move them to one side, where they won't trip the next skier.

Equipment for the Skier

19. *Socks.* A light pair of cotton, nylon or silk socks should be worn next to the skin. Over these, slip a pair of heavy, all-wool socks. Socks must never squeeze the foot tightly in the boot.

20. *Boots.* The heel should remain firmly implanted on the insole when the foot is raised up and down, but the toes should be able to wiggle easily. Snug ankle-fits bring better control. A stiff boot sole prevents buckling under the pressure of a cable binding. A stiff, box-like toe prevents cramping.

> a. Waxes or compounds especially designed for ski boots should be used to treat boots if they are to stay in shape. *Oils should never be used on ski boots.* They seal the leather and keep it from exhaling the perspiration from the feet.

21. *Bindings.* A "safety" binding (more properly called a "release" binding since it is not fool-proof) provides some factor of safety. A recent National Ski Patrol survey of 1,762 ski accidents indicated that 60.78 per cent of the injured skiers were wearing conventional bindings and 35.75 per cent were wearing "safety" (release) bindings.

22. The ski shop or an expert skier should adjust the "release" binding on the skier when it is purchased. Then it should be left alone, unless an expert readjusts it. It's far better to come out of the binding accidentally, occasionally, than to tighten it so much that it fails to release in a spill.

23. The properly-fit binding holds the boot tightly against the ski under a strong forward lean, and the foot cannot be wiggled without wiggling the ski. *A release binding is no substi-*

tute for skiing ability; such bindings do little to soften the blow when colliding with another skier or a tree.

24. *Safety Straps.* Ski patrolmen have seen a loose ski come swishing down-hill at high speeds, and they have seen such skis go right through a person's leg at the bottom of the hill. If a ski is lost in a spill, it's a long and difficult walk downhill to retrieve it. All of these troubles are prevented by wearing a leather strap connecting the boot to the binding. This strap should be slightly loose. One wrapped around the boot is preferable as it will prevent the loose ski from flailing the air and slicing the skier's body when he takes a spill. Skiers call such devices "Arlberg Straps."

25. *Skis.* Let the ski shop determine the best length, as it depends on the skier's height and weight and the type of snow he is planning to ski upon. Good control will depend not only upon ability but also upon the proper length of ski, the amount of camber (upward bend at the middle of the ski) and the proper flexibility of the ski.

26. Steel edges are almost a must, but whether or not these should protrude very slightly beyond the edge of the ski (offset edges) is very controversial and will depend upon the wishes of the ski school.

27. From a control standpoint, the average skier can probably handle either metal or hickory skis. Arguments about durability, flexibility and cost must be decided by the buyer.

28. *Poles.* These should be made of hollow metal, bamboo or fiberglass. They should be sufficiently flexible to bend rather than break if fallen upon.

29. Length of poles is most important. Too short a pole is easily jabbed into the anatomy during a spill; too long a pole may be too difficult to handle. The average skier finds that the best length is where the top of the pole is about a palm width above the belt-line.

30. Needle-sharp points on the pole are unnecessary. If the skiing surface is so icy that such points are required, it is too icy for skiing. The opposite end of the pole should be thoroughly capped by leather or rubber to protect a skier if he falls upon it.

31. The leather strap on the pole should be held across the palm. It is not held over the wrist unless the poles are being used for cross-country uphill touring. A strap across the palm will permit the pole to come free easily and out of harm's way if:

a. the poles become entangled in a ski lift;
b. the skier takes a spill;
c. if the basket rings snag on a tree or bush beside a narrow trail when you're going downhill.

32. *Wax.* Proper wax on the bottom of the ski prevents the snow from suddenly accumulating and grinding the skier to an unexpected halt. Thousands of varieties are available, but a good rule of thumb is this:

a. *Hard snow*—hard wax.
b. *Soft snow*—moderately soft wax.
c. *Wet snow*—sticky wax.

33. *Clothing.* Absorption, insulation and wind protection are the three basic principles of clothing selection. The absorptive layer—wool underwear, for example—is placed next to the skin. Over this goes the insulation—wool shirt, button-down-the-front sweater, etc. On the outside you wear a closely-woven, windproof poplin or synthetic fabric parka or jacket, with smooth-surfaced, tightly-woven wool ski trousers.

34. Water-repellency can be obtained by a treatment at the dry cleaner's every two or three times the clothing is cleaned.

35. Clean clothing, both inside and out, is an *absolute must* for staying warm. Grease and dirt rapidly destroy the insulating qualities of cloth.

36. If you perspire too much, you will become chilled. When you start to perspire while skiing, first open your jacket at the neck and the sleeve cuffs; next, open the front of your jacket. If you're still too warm (and this can happen even at 40 below zero when you're exercising), open the front of your sweater or shirt. When you stand still, button up to prevent loss of body heat.

a. One of the best heat containers is a silk scarf tied around the neck. This should be short, with the ends carefully tucked inside of the jacket to prevent entanglement when riding a lift or tow.

37. *Mittens.* Mittens, not gloves, should be worn while skiing. This is because fingers must be kept together for proper warmth.

38. The best combination for the hands is a wool mitten covered by a windproof outer mitten made of poplin, synthetic fabric or leather. It is advisable to have the palm of the mitten reinforced with tough leather if rope tows are used. Also, the mitten should be long enough to cover the wrist—an exposed wrist will rapidly cool the hands and the body, as the arteries are very close to the surface of the skin at this point.

39. *Head Piece.* Any style of headgear will do. It *is* advisable to wear something that will give

(Continued on next page)

Skiing Safely *(Continued from page 17)*

adequate protection to ears when the weather becomes nippy. Ears can be very tender, especially if they've been frost-bitten once.

40. *Sunglasses.* (Better named *sport glasses* as they are not designed to look *at* the sun), may be necessary on bright, sunny days. The snow reflects a tremendous amount of light, and glare alone can cause much discomfort and irritation to the eyes. The infra-red heat ray element in reflected light from snow can even cause temporary blindness. Lenses, usually of various colors depending on the manufacturing formula, are made to absorb ultra-violet and infra-red rays which cause discomfort and/or damage.

41. Although the color of the lens does not determine its absorptive qualities, skiers may prefer interchangeable lenses of various tints. Lenses should be of the non-breakable or non-shatterable type and mounted in the type of goggle frame that will protect the eyes from wind and severe shocks.

42. *Food.* Food is a very important part of a skier's equipment. Skiing uses tremendous quantities of energy that require replacement. Lack of energy results in fatigue, poor reflexes, inadequate control and numerous spills. Eat a hearty breakfast, and, on a long trip, carry some "quick energy" food in the pockets, i.e., chocolate, dried fruit, candy, nuts, etc.

Conclusion

43. Be confident but not over-confident. Don't let the skis run away with your common sense. Adopt the Boy Scouts' motto and *Be Prepared* for any eventuality—bad weather, changes in snow conditions, the unexpected skier, and the sudden spill. And have a wonderful time—*safely!*

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This data sheet was prepared by the National Safety Council in cooperation with the National Ski Patrol System, William R. Judd, director.

Safety Education Data Sheets available are:

(1) Bicycles
(2) Matches
(3) Firearms, Rev.
(4) Toys and Play Equipment
(5) Falls
(6) Cutting Implements
(7) Lifting, Carrying and Lowering
(8) Poisonous Plants
(9) Electric Equipment
(10) Pedestrian Safety
(11) School Buses—Administrative Problems (Rev.)
(12) Flammable Liquids in the Home
(13) Passenger Safety in Public Carriers
(14) Chemicals
(15) Hand Tools
(16) Nonelectric Household Equipment
(17) Sidewalk Vehicles
(18) Camping
(19) Alcohol and Traffic Accidents
(20) Cooking and Illuminating Gas
(21) Solid and Liquid Poisons
(22) Safety in the Gymnasium
(23) Laboratory Glassware
(24) Places of Public Assembly
(25) Fireworks and Blasting Caps
(26) Domestic Animals
(27) Swimming
(28) Small Craft
(29) Play Areas
(30) Winter Driving
(31) Night Driving
(32) Winter Sports
(33) Traffic Control Devices
(34) Safe Conduct in Electrical Storms
(35) Poisonous Reptiles
(36) Motor-Driven Cycles
(37) Animals in the Classroom
(38) Railroad Trespassing
(39) Bad Weather: Hazards, Precautions, Results
(40) School Parties
(41) Home Workshops
(42) Horseback Riding
(43) Hiking and Climbing
(44) Hook and Line Fishing
(45) Summer Jobs—Farm
(46) Safety in the Wood Shop
(47) School Fires
(48) Unauthorized Play Spaces
(49) Bathroom Hazards
(50) Safety in the General Metals Shop
(51) Safety in Pupil Excursions
(52) Highway Driving, Rules, Precautions
(53) Safety in the Machine Shop
(54) Summer Jobs: laborers, home yard, service-stations
(55) Motor-Vehicle SPEED
(56) Welding and Cutting Safely
(57) Safety in the Auto Shop
(58) Winter Walking
(59) Safety in the High School Chemistry Laboratory
(60) Safety in the Farm Mechanics Shop
(61) Floors in the Home
(62) Hazards of Discarded Iceboxes and Refrigerators
(63) School Bus Safety: Educating Pupil Passengers
(64) Safety in the Graphic Arts Shop
(65) Safety in Part-Time Jobs: Food Handling
(66) Baby Sitting
(67) School Dramatic Productions
(68) Safety in "Do-It-Yourself"
(69) Playground Apparatus
(70) Safety with Kites and Model Airplanes
(71) Safety in Sports: Baseball
(72) Safety in Sports: Football
(73) School Bus Safety: Operating Practices
(74) Playground Surfacing
(75) Safety in Sports: General Practices
(76) Safety in Bad Weather Conditions
(77) Safety in Sports: Basketball
(78) Safety for Amateur Electricians
(79) Coordinating Safety in Industrial and Vocational Education Programs
(80) Counselors and Helpers in Summer Camps
(81) Gun Clubs: Their Organization and Activities
(82) Office Safety
(83) Safety in the Sheet Metal Shop
(84) Skiing Safely

Data sheets from SAFETY EDUCATION are available for a small fee from the National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. Bound volumes of the data sheets may be purchased from the Council at $3.89 each for one to nine copies.

Traffic deaths have been reduced. *Back the Attack* program will be continued another year.

Can We Do It Again in '58?

Back-the-Attack poster can be ordered from the National Safety Council.

CAN 1958 be made "Traffic Safety's Decisive Year?"

With current fatality reductions proving that the toll *can* be cut through concerted official action and public support, the nation's traffic safety forces are readying a massive new push for 1958—second year of the "Back the Attack on Traffic Accidents" campaign.

Joining in the call for more dramatic action through the final months of 1957 and through 1958 are President Eisenhower and Governor William G. Stratton of Illinois, chairman of the National Governors' Conference.

Spearheading the expanded effort is the Traffic and Transportation Conference of the National Safety Council, 96 national organizations acting for the 170 million Americans who want to halt death, injury and destruction in traffic.

The President and Governor Stratton have joined with Ned H. Dearborn, National Safety Council president, in urging all public officials, business and civic leaders and the public as a whole to act vigorously and firmly.

"Only adequate official programs can succeed in cutting traffic accidents and moving traffic more efficiently," Mr. Dearborn said. "These official programs in turn, must have organized public support or they are doomed to failure."

When "Back the Attack" was initiated late last year, the traffic picture was bleak—constituting a national emergency. The traffic toll had shown an almost unbroken series of increases for some 20 months.

Strong official and citizen measures were called for, and, where these steps were taken, states and communities began to win the war on traffic accidents. From December, 1956, through this past July, each month has seen either a decrease or no increase compared to last year. Monthly decreases were averaging three per cent, a figure which, if maintained, would bring a saving of some 1,200 lives at the end of the year.

However, with motor vehicle travel continuing to grow and population increasing steadily, it remains to be seen whether the trend will continue. While the problem continues to be an emergency in most states and communities, experts predict that the toll will continue downward with the application of bold official action in more cities and states backed by solid support.

The second phase of "Back the Attack" will begin in December with an attack on the primary causes of the holiday accident peak. The December program will be followed by a year long drive in 1958 to permanently strengthen traffic safety programs through more complete application of the Action Program for Traffic Safety.

Further official action is needed on every segment of the action program with special attention to:

- Tightening of enforcement of traffic laws.
- Rigorous uniform dealing with violators by traffic courts.
- Improvement of inadequate traffic laws and ordinances.
- Stricter driver licensing and invocation of suspensions of license for chronic violators.
- Action to step up driver education in high schools and for adults.
- Addition to and improvement of existing highways.

"Back the Attack" is also a call to citizens to give solid support to traffic officials, to participate in local safety activities and to bring their own driving performance up to "safe" standards.

Developing A
For Your

WHERE, in the college or university organization, should responsibility be placed for the safety program? In which department, if any, should a university safety division be established? What status should be given to the person responsible for directing the safety effort? What is the desirable relationship between safety education and accident prevention organization and activities?

There is not a well defined pattern of safety organization at the present time providing definite answers to these questions. Many safety programs just "grow," and may be found organized under various academic or service departments. Often the place of safety in the organizational structure has followed the traditional organization of the college, initial interest on the part of some staff or faculty member, or pressure brought to bear by a particular department.

Nevertheless, a number of desirable principles and practices have been observed from studies of colleges and discussions with administrators and safety specialists concerned with college and university safety programs. Many of these have been adapted from industrial accident prevention concepts.

In some respects, the college community may be compared with many of our large industrial plants, in which a multitude of diverse activities, structures and facilities are the responsibility of a single administrator. Included in the administrator's responsibilities are the protection of the physical plant, and the prevention of accidents to workers and visitors. Industry has consistently found that accident prevention efforts are best conducted when management makes known a firm policy that safety is primary. Further, a qualified safety director must be appointed in a staff capacity to advise management on measures which should be initiated to keep production at a maximum and accidents at a minimum.

The effective operation of a comprehensive safety program in a university or college is likewise dependent on the appointment of a particularly qualified person to stimulate and coordinate activities throughout the campus and its extensions. Since the safety function pertains, without exception, to every operation and facility, ability to work with all staff members, faculty and students, regardless of administrative level, is a requisite.

Accordingly, the prevention of accidents must be recognized as a staff function. The person who is designated to assume responsibility for the safety program should be placed in the college organization as an advisor to the president or other head administrative officer, free to work with all individuals and departments without hampering restraints. In addition, appropriate authority must be given for carrying out the details of the approved program, including necessary enforcement powers relative to traffic, fire and general safety procedures and regulations.

In no way should the establishment of a safety division or appointment of a key person to promote and coordinate accident prevention activities be construed as relieving academic or operational departments of their responsibilities for the prevention of accidents. *No campus safety program is complete unless it involves every department or group and individual whether administrator, instructor, student, staff member or visitor.*

The prevention of accidents is never a one-man or single-unit job. However, there is need for capable leadership and direction. The person responsible for the safety program must be technically trained and versed in latest accident prevention techniques. He must have access to all areas and activities so that he can observe conditions and practices working for and against accidents—and initiate steps to remove potential causes of accidents. He must tell administrators and department heads those measures which will insure safety in their departments, and gain their support and cooperation.

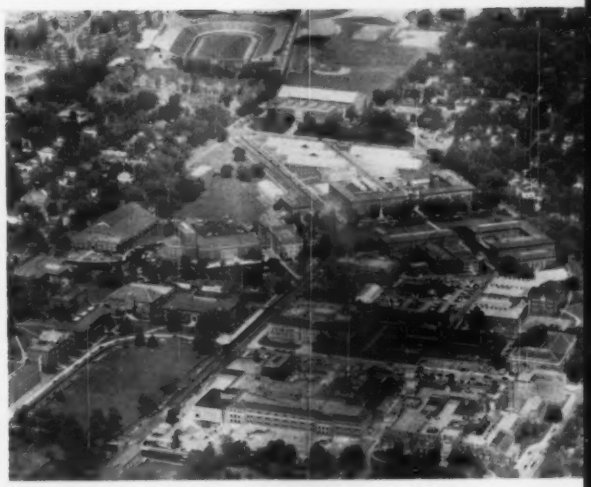
To do this requires the services of a rather unique individual, with diversified knowledge and skill which includes engineering, public relations, education, salesmanship, and, when necessary, enforcement. He must be able to think and speak on his feet, but, above all, he must have unusual ability in understanding and getting along with all persons on the campus.

In large colleges and universities it is common practice to separate the organization for academic, or course offerings in safety education, from that for accident prevention programming. When course offerings in safety education become numerous or highly specialized, it has been found practicable to establish

Safety Program College or University

By Daniel Webster
Staff Representative, Higher Education
School and College Division

Third of three parts



An aerial view of the campus of Purdue University, West Lafayette, Indiana. Only dynamic, thoughtful and capably-led safety programs can be successful in reducing accidents on a college campus.

a center or institute of safety education under the dean of the college, dean of instruction, or dean of the college or school of education.

Because the two programs are so closely related, it is important that close liaison be established and maintained. The person responsible for accident prevention programming should be used in the safety education program. He should recommend safety information to be included in orientation of new students, and be called upon to lecture before student groups. He should discuss integration of safety information and skills in the various curricula, particularly practical courses, with department heads and faculty members.

He must work hand-in-hand with deans of students regarding safety considerations in student housing and activities. He must maintain a close relationship with the health service for the collection and use of accident data, and in environmental health and occupational disease controls.

In turn, safety educators should suggest procedures whereby environmental factors may be improved and thus enhance the academic program. The effectiveness of accident prevention teaching is directly related to the environment in which the instruction is given.

In the typical college, the best single medium for the promotion of safety is the campus-wide or central safety committee. Meeting regularly and representing all administrative and academic departments or functions as well as the student body, it is a means of making the program *everybody's* concern.

A ranking administrator should serve as chairman, and the safety director as secretary. Members usually include: academic deans, deans of men and women, business officer, superintendent of buildings and grounds, head of health service, representative of student organization. It is further recommended that departmental committees be established within administrative and service departments, and academic departments in which skill, laboratory, or shop courses are given.

There are numerous exceptions to this pattern of organization for safety education and accident prevention, and the overall organization must be considered in determining the best form of safety organization for a particular institution. In smaller colleges the two functions are sometimes headed by a single director of safety education and accident prevention. In instances in which the safety function does not require full-time attention, and safety education and accident prevention activities are performed collaterally with other responsibilities, it is recommended that staff status be given for the performance of accident prevention activities.

Universities with more than one campus should appoint assistant directors for safety education and accident prevention at each campus, to insure continuity and uniformity of programs and procedures. The number of secondary positions will, naturally, vary according to the size of the institution and the number of campuses and facilities. In large universities, safety instructors, safety officers, fire and police officers, inspectors, sanitarians, radiologists, and other specializing personnel may be needed to complete the safety organization●

Not all unsafe acts have results like this—and it's a good thing!

Are We Being *Fair* to Driver Education?

CAN we measure the accident reduction value of driver education? In my opinion, it would be highly undesirable to try to do so—*at present*. The results of such efforts could be invalid if not dangerous.

This is not to imply that we should be intimidated by the difficulties inherent in present methods of accident reporting or population sampling. Nor should we be discouraged in trying to equate control and experimental groups with essential variables such as initial interest in good driving or the complexities of adequate statistical treatment. Certainly, we must recognize that one of the principal objectives of driver education is to reduce the serious rate of traffic accidents.

But we must also take into account (1) the effect of chance in accident occurrence; (2) the influence of social environment on and off our streets and highways; (3) the absence of demands that other courses of study be similarly evaluated in terms of their ultimate objectives; and (4) the far greater need to evaluate driver education with a view to improving the instructional program.

Let us examine each of these briefly:

The effect of chance in accident occurrence—Despite the tragic aspects on any scale, accident occurrence is a relatively rare phenomena. Fatalities are estimated to occur at the rate of one every 16 million miles of travel, equivalent to 600 trips around the world; injuries at the rate of one every 430 thousand miles of travel; other collisions, one per 61 thousand miles of travel. Consequently, any evaluative study should really cover at least a ten-year period after a course in driver education has been started. Studies involving a limited period of time are not very reliable and likely to give an untrue picture of the actual situation.

To illustrate the diluting effect of chance factors, let us assume that a driver is about to pass another car on a curve. If an oncoming vehicle is just around the bend, the possibility of an

accident is great. Should the oncoming vehicle be about 100 yards farther down the road, however, a tight situation might develop which we might call a "near-accident." If the oncoming vehicle is quite a bit farther back, or if there *is* no oncoming vehicle, there would be no possibility of a collision.

In all three situations, there is one common denominator—the unsafe practice of passing on a curve. Because of chance, the occurrence of a collision is the least likely of the three. There are many more near-accidents than accidents, and an infinitely greater number of "far-accidents" than near-accidents.

Consequently, the accident criterion is much weaker for our purposes than that of unsafe practices or violations.

The contaminating influence of social environment, on and off our streets and highways —We must recognize that driving is an interpersonal affair. The graduate of a high school course in driver education does not drive in a vacuum. If we consider that there are now only about one million such graduates each year (and there were many fewer during previous years), many of whom have not taken the full, approved course, if we consider that these boys and girls find themselves inevitably on the road with about 60 million other licensed drivers who have long entrenched driving habits and attitudes which are nothing to brag about, the annual number of driving errors estimated to be about 5,000 to 25,000 per person, if we consider that there are practically no refresher courses for driver education graduates and hardly any corrective programs for adult drivers, and that other aspects of living can have undesirable effects on the driving performance of highly impressionable young drivers—are we justified in placing driver education under the evaluative spotlight of direct accident reduction?

This contaminating influence is comparable to the situation wherein the high-principled young man eventually succumbs to the demands of a materialistic environment. In traffic, this contaminating influence will take a while to make itself felt, and may only show up in a study covering a ten-year period.

The absence of demands that other courses of study be similarly evaluated in terms of their ultimate objectives — This can be illustrated quickly with a few questions. Do we require proof that social studies make better citizens, that mathematics pays off in everyday living? Have we made a study of whether a course in physical education produces better bodies and

By Leon Brody, Ph.D.
Director of Research
Center for Safety Education
New York University

Can we, *at the present time*, evaluate our driver education programs solely on the basis of accident reduction? The author says no—and tells why he thinks *other* criteria should be used to test the validity of driver education courses.

health habits? Who, on the other hand, would dare say that, in the absence of such proof, these courses of study would not belong in the school curriculum? It can only be said that a socially desirable program of instruction *does* belong. Is driver education socially desirable?

The far greater need to evaluate driver education with a view to improving the instructional program — A socially desirable program must be well organized and well taught. Therefore, evaluation of driver education should be concerned principally with improvement of instruction. We do not need to refer to trends in accident rates, but we do need to analyze, using standard research techniques, the intrinsic quality of the curriculum, the methodology of the teaching personnel, the immediate learnings of the students.

Eventually, as the public becomes driver-educated, we may expect accident trends to be valid evidence of the effectiveness of our programs. In the meantime, if pressures require proof of the value of driver education over and above immediately demonstrable learnings, it is recommended that you use the criterion of unsafe practices and violations rather than accidents.

Unsafe practices and violations are much more abundant and should provide more valid conclusions than accidents. And it is axiomatic that poor driving will sooner or later lead to accidents. So why not make *good* practices the essense of driver education programs *and* the principal criterion of their effectiveness?●

A KALEIDOSCOPIC view of the accident problem as it looks in the United States today, and what the National Safety Council is doing to relieve this problem, is the substance of the National Safety Council's *Report to The Nation*.

The *Report*, a comprehensive view of the activities of the Council's nine conferences and the impact of these activities on the safety attitudes of the American public, is contained in a 40-page booklet which was written for and distributed to delegates attending the annual meeting of members at the 45th National Safety Congress, held in Chicago October 21.

In outlining the current status of the accident problem, the *Report* takes a long look at the technological and economic progress that has taken place in the United States since the Council was formed 45 years ago.

"The progress made in accident prevention has been against tremendous odds," the *Report* states. "The industrial growth of America has never stood still. Two world wars have accelerated the pace, forcing revolution within revolution—in electric power, in gas and petroleum, in chemistry, in transportation. Even now we are poised on the threshold of an uncertain future opened by nuclear physics."

It goes on, "Population has grown from 95 million to 170 million, and to the safety man each of those persons is another potential accident. Each of them works at a job, drives a car, crosses a street, walks down a stair, and the safety problem must always be measured in terms of exposure to accident. . . .

"The growth of the National Safety Council and the other organizations in the field has barely kept pace. At times it has seemed that the struggle has been one of quiet desperation. . . . Yet, in spite of the obstacles, the difficulties and the frustrations, the progress has been spectacular. Numerically, there were just as many accidental deaths in 1956 as in 1928 . . . However, when viewed in the light of population increase, the real gains in accident prevention are illuminated more clearly.

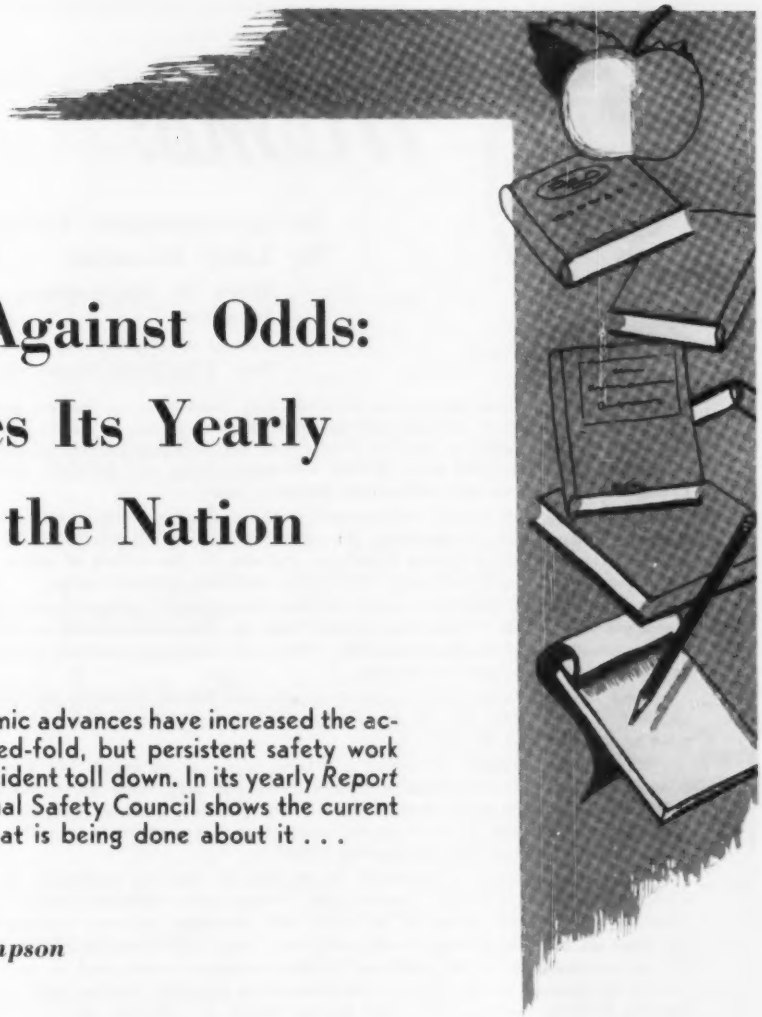
"The annual population death rates after 1913, the year of formal organization of the safety movement, have been generally lower than the 1900-1913 average annual rate. This means that about 700,000 fewer people have been killed accidentally since 1913 than would have been killed if the rates had not been reduced."

The fact that schools and colleges enroll three out of four of all persons five to 24 years of age places them in a position of vital importance with regard to the future accident experience of our nation. The instilling of good safety attitudes in this vast human potential is an important responsibility of the schools if our nation is to remain strong and free and relatively unencumbered with this tragic waste of human life.

Report distributed to delegates at 45th National Safety Congress.

A few of the School and College Division activities which have been listed in the report, directed at aiding schools in this giant educational work, are:

- giving practical assistance to driver education instructors through its Driver Education Section, including consultation and advisory services to those interested in getting state legislation passed for driver education; making a study of the use of television in driver education.
- publishing a series of study outlines for all grades on the subject: *Back the Attack Against Traffic Accidents,* to educate young people to the traffic problem and the forces organized to combat it in their own communities.
- making a status study on the use of seat belts in school busses. This School Transportation Committee analysis showed that all but five of the 30 fatalities reported by 38 states were to pupils crossing highways to or from the bus.



Progress Against Odds: NSC Makes Its Yearly Report to the Nation

chnological and economic advances have increased the ac-lent potential a hundred-fold, but persistent safety work olding the nation's accident toll down. In its yearly *Report the Nation*, the National Safety Council shows the current cident picture, and what is being done about it . . .

By Beverly Thompson

▸ completing an *Evacuation Drill Check List* (page 13); initiating a study which will lead to the development of minimum standards for campus fire drills; development, by the School Plant Planning Committee assisted by the American Society of Safety Engineers, of a non-technical safety check list for school plants.

▸ further promotion of Standard Student Accident Reporting, and expansion of Standard Student Accident Reporting to include college representation, with the development of an accident report form for college use projected.

▸ continuing the National School Safety Honor Roll program, with a 32 per cent increase in schools participating.

▸ reactivating the Elementary School Section and the Higher Education Section to serve these areas more effectively.

For detailed information on the activities of the School and College Division during 1957-58, write the School and College Division, National Safety Council, 425 North Michigan Avenue, Chicago 11, Illinois, asking for the "School and College Program." Copies will be available to anyone free of charge as long as the supply lasts.●

Memo:

To: Superintendents, Principals, Teachers
Re: Safety Education
From: Mary B. Rappaport,
Supervisor
Bureau of Health and Safety Education
New York State Department of Education

SAFETY for our citizens has become an outstanding problem in our modern society. For a number of years, studies have indicated that education has a major role to play in preparing children, youth and adults to live as safely as possible. People must become aware that the present-day senseless waste of life can only be stopped when attitudes and understanding are developed so that positive actions eliminate the carelessness and inefficiency so prevalent today.

Why is safety such a problem? Accident statistics reveal in a striking manner that education has a tremendous responsibility in developing the concept that safety depends largely on our attitudes. Safety involves a regard for the well-being of one's self and also for the welfare of others. A healthy mind, a happy personality, a well-functioning body—these contribute greatly to safety.

Of course, children, youth and adults also must know facts for self-preservation and the protection of others, but facts are not, in themselves, enough. Facts for safety are relatively meaningless unless they are put into practice. And the present-day toll in lives and unnecessary accidents indicates that attitudes are the chief contributing factor in behavior.

Major questions facing every one of us as educators include: How can the seeming indifference of people be pierced? How can the desire for thrills be diverted into channels that will help mankind instead of terminating in disaster?

We know that attitudes are formed to a large degree in childhood. We know that attitudes are developed in the daily atmosphere in which we work and play. How do our daily practices measure up? Do they contribute to the development of safety attitudes, or do we cling to what we have always done and which we seem to be set on continuing to do in the same ways, regardless of the new, exciting, yet challenging situations that are prevalent today?

What about our examples as adults? Do we obey the laws and regulations, not only in the area of safety, but in all our behavior? Can we expect children to form desirable attitudes when they see adults, surreptitiously or openly, trying to "get away" with infractions and even boasting about such actions?

What are we doing to help parents realize their roles in safety education? We keep saying that parents set the examples for their children. If these examples are not good, we must remember that parents are the products of our schools. How far-reaching has safety teaching been in the past? Has there been too much emphasis on safety facts and not enough on attitudes and practices? Has our safety teaching been geared to the developmental levels of the children? Do we have a sequential overall plan for teaching health and safety in accordance with the needs of the children and youth in our localities? Have we a planned health and safety program for adults going on concurrently? What is being done in our communities to eliminate needless hazards in the home, school and community? Are we helping in these endeavors? Is the emphasis on positive safety teaching rather than on the "don'ts?"

Safety depends on knowing the right procedures to follow in situations. The major emphasis in safety education should be on influencing human behavior so that people think and act with due regard for their own safety and that of others, rather than onthe development of fears, since these tend to impede and even distort proper action.

We now know that effective safety education is not a recitation of rules, a series of poster contests, a singing of songs. It must be a carefully planned, realistic program related to everyday practices. It must consider the environment, the human relationships, the hopes and aspirations, as well as the strengths and weaknesses of the groups and individuals with whom we are associated and to whom we have responsibilities. Our role is to help children, youth and adults to realize that health, happiness and safety are interwoven components of the framework for our actions. We must ask ourselves constantly, "How effectively are we carrying out our responsibilities in safety education?"

It is our firm conviction that when all children have opportunities for experiences in a well-organized and continuous program of safety education during their school years, understandings of the attitudes toward safe living will become so ingrained in their conscious and unconscious behavior that significant results will be achieved in reducing the traffic toll of accidents.

(This is a memo sent to New York school superintendents and principals in January, 1957)

Unit Number Eight—
Public Safety Education

Does Your Community *Back the Attack* on Traffic Accidents?

An Experiment in Education for Democratic Community Living

This Unit is one of a series. *Unit Number One* is a general introduction to all units; *Units Numbers Two* through *Seven* are on police traffic supervision, traffic ordinances, engineering, courts, accident records and school traffic safety education, respectively. *Unit Number Nine* on *Safety Organization* will be published in the January, 1958, issue of SAFETY EDUCATION.

If you do not have the *Teacher's Guide*, it, plus many of the units you may be missing, will be sent you upon request. Write on school letterhead, enclosing a stamped, self-addressed envelope, to the School and College Division, National Safety Council, 425 North Michigan Avenue, Chicago 11, Illinois.

Back-the-Attack Lesson Unit Number Eight

Prepared by Vivian Weedon, Ph.D., curriculum consultant, School and College Division, National Safety Council, Chicago, Illinois.

(Questions based on Section 8 of the *Annual Inventory of Traffic Safety Activities*)

Sources of Information:

Ask your school or community librarian for a good book on public education. As you read this book, think what it means in terms of traffic safety public education. You might divide your class or committee into groups to watch for items of traffic safety education in the various media. Evaluate each of the notices of traffic safety you see or hear with the following two questions in mind: *Does the item tell you how you should act to live more safely? Would it make you want to live more safely?*

Is your school doing anything through its own newspapers, magazines, or all-school programs to help students and their families live more safely?

Your safety council, local representative of the *Traffic Safety Inventory* and your newspapers, radio, television and motion picture officials can help you find out what is going on in your community, but remember to ask for help only when you cannot get it some other way.

1. According to the *Annual Inventory of Traffic Safety Activities:* "The aims of a public traffic safety education program are: to increase individual awareness of each person's responsibility for preventing traffic accidents; to improve driving and walking habits; to develop and maintain interest and active support in the traffic safety program, and to explain why specific changes will reduce traffic accident losses." Do you agree with these aims? Would you add any other? (As you read the following questions think how each project or activity mentioned contributes to these aims.)

2. How many column inches of traffic safety articles (other than accident reports) appeared in the local newspapers during the year?

3. How often (on the average) was traffic safety education publicity printed in your newspapers? Did it appear daily? Weekly? Other?

4. How many traffic safety editorials were printed in your newspapers? Did they appear weekly? Monthly? Irregularly? Rarely?

5. How many traffic safety cartoons were printed in your community newspapers? Did they appear regularly throughout the year? Irregularly? *(Note:* In finding out the answers to these questions about your community, it would be necessary to define what is a community newspaper, radio and television program. The following may be helpful: if your community has a newspaper which is just for your

(Continued on next page)

Words with Special Meaning for Public Safety Education

Read over the words below. What do you think they mean? Read the questions. See if your definitions make sense. If not, check the dictionary.

column inches	television	billboard
articles	announcements	scoreboard
publicity	spot	digest
editorials	program time	special emphasis
cartoons	trailers	violators school
communications	features	man-days
radio	outdoor display	media

Does Your Community *Back the Attack?* Lesson Unit Number Eight

(Continued from preceding page)

community but not published there, and this newspaper runs a traffic safety education story in which your community is specifically mentioned by name, you may use that. Similarly, if you have a radio or a television station, you can count all the traffic safety education that comes over that station. You can count only that which comes over other stations where your community is specifically mentioned by name. For example, if the big town newspaper near your community wrote an editorial urging parents to teach their children to ride their bikes on the right hand side of the road, you would not count that as an editorial for traffic safety in your community. If, however, they wrote an editorial or news story telling what your community had done to get the parents to teach their boys and girls to ride on the right hand side of the road, then it could be counted.)

6. How many different radio stations used traffic safety spot announcements regularly during the year?
7. What was the total number of traffic safety announcements used on the radio stations during the year?
8. Without counting spot announcements, how many hours of traffic safety program time were on your local radio stations?
9. How many of your television stations used traffic safety spot announcements regularly during the year?
10. How many traffic safety announcements were made over the television stations?
11. How many hours of traffic safety program time were given over your television stations?
12. Were traffic safety shorts or trailers shown in your theaters? If so, for how many weeks?
13. Were feature films on traffic safety shown in your local theaters? If so, how many films?
14. Were traffic safety films shown in places other than theaters? If so, how many were shown to clubs and citizen groups? To schools? To industrial groups?
15. Did your local clubs and associations have traffic safety meetings during the year? If so, how many of each type of club and association? Business? Women's? Parent-Teacher Association? Service club? Patriotic associations? Other groups? If so, which ones?
16. About how many people, altogether, attended the meetings on traffic safety?
17. Did your town use posters and outdoor displays to further traffic safety?
18. If so, at how many street locations were traffic safety posters displayed? How often were they changed?
19. At how many other locations were traffic safety posters displayed? How often were they changed?
20. How many street cars or buses had traffic safety car cards or posters displayed regularly?
21. How many traffic safety billboard posters or painted displays were used? How often were these billboards changed?
22. Has your community a permanent traffic safety scoreboard showing deaths and injuries, to date, in your city? Is there more than one?
23. Was the legal version of traffic laws distributed during the year?
24. Was a digest version of the traffic laws distributed during the year? If so, how many quantities were distributed?
25. Were state driver manuals (digest of traffic laws) distributed during the year? If so, how many were distributed?
26. Was the legal city ordinance distributed during the year? If so, how many?

27. Was a digest of the city ordinance distributed during the year? If so, how many copies were distributed?

28. Was any traffic safety literature distributed? To whom was it distributed?

29. Did your community conduct special emphasis programs on "Operation Safety" or similar themes during the year? If so, which of the following special emphasis programs was used? Were more than one used?

a. Winter hazards
b. Know and obey traffic laws
c. Motor manners
d. Child pedestrian and bicycle safety
e. Vehicle maintenance
f. Speed control
g. Vacation driving
h. "Signs of Life"
i. Child safety
j. Night traffic hazards
k. Pedestrian safety
l. Holiday hazards

30. Were there any other special emphasis programs used? How long does each of these programs last? By whom were they sponsored?

31. Was a special emphasis program continuous throughout the year?

32. Did your community run any or all of the other special emphasis programs?

a. Back the Attack
b. Slow Down and Live
c. Safety
d. Crusade for Safety
e. Driver of the Month
f. Bicycle Roadeo
g. Teen-Age Driver Contest
h. Holiday campaigns
   1. Memorial Day
   2. July 4
   3. Labor Day
   4. Christmas
   5. New Year's Day

33. Were there any other special emphasis programs?

34. Did your community conduct any other public education activities such as:

a. annual safety conference?
b. adult driver education courses?
c. bicycle court?
d. teen-age court?
e. violators school?
f. hot-rod club?
g. anything else?

35. What individual or agency is responsible for directing your public safety education program? If an individual, find out his name, title and for whom he works, if possible.

36. About how many total man-days work were devoted to planning and directing public safety education for traffic?

37. What official departments or agencies cooperated in the public safety education program for traffic?

38. What non-official agencies, clubs and groups cooperate?

39. Find out how the information from accident records was used in planning your public safety education program. Were the major problems determined from an analysis of accident records? Were the public education projects based on these major problems?

40. If your community is participating in the *Annual Inventory of Traffic Safety Activities*, find out what recommendations were made under the section, "Public Safety Education." Is there anything which you, as an individual, can do to help get these recommendations adopted? Is there anything you, with the help of other students, can do to help get these recommendations adopted? Is there anything the adults of the community can do to get these recommendations adopted?

41. If your community is not participating in the *Annual Inventory of Traffic Safety Activities*, try to answer the above questions in the light of these recommendations made for one community and given below:

a. That effort be made to establish a continuing, coordinated program of public education, developing, strengthening and adding to the activities reported.

b. That groups representing the entire community—business, civic, fraternal and so forth, be brought into the program.

c. That at least five or six emphasis programs be used over at least ten months of the year to maintain a continuous program. It is not necessary that a city's emphasis subjects be timed to coincide with the national use, but there is much advantage in using the same theme that is promoted in states and cities throughout the nation. (The national special emphasis program is printed in TRAFFIC SAFETY, National Safety Council publication, each month.)

d. That every effort be made to develop a continuing program of public education in your town. If traffic conditions are to be improved in any community, it is essential that the citizens understand the program and efforts of their own officials, and also that they realize how much of their own attitudes and habits contribute to street traffic experience.

Views AND REVIEWS

New Books

***Early Man and Fire*, and *Man Learns More About Fire*, Books One and Two, respectively, of the Sparky Fire Books. Boston: National Fire Protection Association. 1956.**

Two colorful instructional booklets on the history and properties of fire, these are intended for an audience of pre-schoolers and the first three elementary grades.

The booklets are the first of a series of five Sparky fire books. Each is 16 pages, four colors and in comic format.

Book Number One, *Early Man and Fire*, traces the earliest history of fire. Book Number Two, *Man Learns More About Fire*, tells of the development of candles, matches and the use of fire for the presentation of food. Future books in the series will describe the science of fire, the history of fire-fighting up to the present, and the useful function of fire in today's society.

Samples of the books and quantity price schedules may be obtained from the NFPA Publications Department, 60 Batterymarch St., Boston.

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PATROL EMBLEM

High Visibility YELLOW Rubber Raincoats with Matching Cape Cap. Completely Vulcanized and 100% Waterproof. Attractive Safety Patrol Emblem on Coats (as pictured) lends Distinction and Authority. Sizes 12 to 20.

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Samples on Request

WRITE FOR SAFETY PATROL BROCHURE

Conney Products Co.
FOND DU LAC, WIS.

New Films

Three television shorts on out-door safety are available from the Boy Scouts of America. Two of them, "Hunter Safety" and "Outdoor Good Manners," deal with hunting, while the third, "Boat Safety," deals with small motor boats. "Hunter Safety" runs one minute and covers use of guns; "Outdoor Good Manners" runs one minute and covers use of private property for hunting. "Boat Safety" runs three and three quarters minutes and gives basic safety rules and stresses courtesy when using small motor boats. Requests should be sent to Boy Scouts of America, Visual Education Service, National Council, New Brunswick, New Jersey.

General Petroleum has sponsored a film on economy runs. Produced by Sid Davis Productions, *On The Run* tells how students of a high school organized and entered an economy run. The organization, problems encountered, planning and promotion details, the run and its outcome are pictured through the students' eyes.

Modern Talking Picture Service, Inc., 3 East 54 St., New York, N. Y., distributes this 27-minute color film on a loan basis. It is cleared for television.

Last year a play (live) was featured on the Alcoa Hour television program. The subject, highway safety and driver attitude, prompted the sponsor to make kinescope prints for general distribution.

No License To Kill is a dramatic story of two drivers, their families, plans, hopes and dreams—and how these were shattered on the day before Christmas when they crashed on a freeway en route to a holiday weekend. The events prior to the accident, the tragic deaths, the injury, the search by police and officials for a cause and culprit, the testing of suspects (using the Aetna Drivotrainer), the outcome—this is the presentation. Hume Cronyn starred and Victor Reisel narrated.

Complete to commercials, kinescope prints of the hour-long show can be borrowed from Aluminum Company of America, Alcoa Building, Pittsburgh, Pennsylvania; Aetna Life Affiliated Cos., Public Education Dept., Hartford 15, Connecticut, and the National Broadcasting Co., Film Library, New York, N. Y.

DECEMBER 1957

Lower Elementary

safety lesson

S-1122-A

Holiday Safety

1. Draw safe decorations on this Christmas tree. Tell why they are safe.

2. Draw a picture showing what you do with Christmas wrappings after the presents have been opened.

3. Draw a picture of some safe toys for Santa's pack. Draw a safe gift for Mother, and one for Father too. Tell why you chose these toys and gifts.

Suggestions: Ball, hot pot holders, doll, book.

Prepared by Miss Ruth Jewell, State Music Consultant, State Department of Public Instruction, Raleigh, North Carolina. Printed by the School and College Division, National Safety Council, 425 No. Michigan Ave., Chicago 11, Illinois. One to nine copies, ten cents each. Lower prices for larger quantities. Published in the U.S.A.

Playing With Our Toys

Which of the things in the following pictures should you do? Mark an X on the right pictures. Do you always do this?

1. I will play with you in the yard as soon as I put my blocks away.

2. I want to get that truck.

3. I must hang up my skates and get my car out of the way so no one will fall over them.

4. We can put these things away later. Let's go play now.

Answer: Nos. 1, 2 and 3 are things boys and girls should always do.

S-1122-A

DECEMBER 1957

Upper Elementary

safety lesson

Safety at Holiday Time

What is wrong in pictures 1, 2 and 4? Make rules of safety for the pictures. Why is picture 3 correct?

1. We must hurry to get to Grandmother's. Just pile the gifts up here.

2. Isn't our Christmas tree pretty?

3. Maybe we should postpone our trip to Grandmother's until tomorrow morning.

4. Dad said to wait until he could help us before we use this chemistry set, but let's mix up some of these liquids while we're waiting.

Answers: 1. The back window of the car is covered so the driver does not have vision out of the rear. 2. The circuit is quite overloaded. 3. There is danger in driving in blizzard conditions. You could get snowed in on the road or slide into a ditch or another car. 4. Chemistry sets should never be used unless an adult is nearby. Leave the set alone until a grown-up comes to help you.

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A Safe Christmas

1. Make rules for using the follow list of toys safely.

Bows and arrows	Dolls
Boy Scout knives	Roller skates
Balls	Puzzles
Toy guns	Marbles
Sewing set	Building blocks
Toy furniture	Electric train

2. Tell all of the ways you can think of that you could decorate a Christmas tree so that it would be very pretty and also quite safe for everyone in the family.

Some Things To Do

1. Make bookmarks for Christmas presents bearing a safety message, such as: "Look both ways before you cross the street, and you will live to finish this book," or "Keep your place as you read, and traffic lights always heed." Make up your own messages.

2. Make a calendar with a safety message for each month.

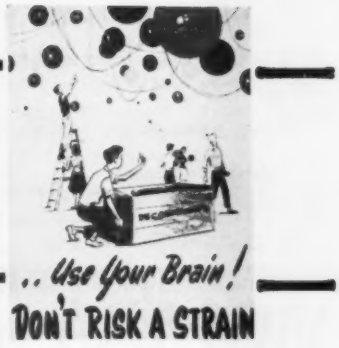
3. Write rules for destroying the Christmas tree in a safe way.

4. Present a play in your assembly emphasizing precautions which should be observed in regard to Christmas tree lighting, decorations, disposal of the tree after Christmas, tissue paper, wrappings, string and flammable ornaments.

5. Dramatize before the class opening the presents on Christmas morning, with emphasis on picking up wrappings and putting the gifts away.

Junior High School

SAFETY LESSON



Home and Holiday Safety

Start At Home

Make sure your home is safe for Christmas. Here are some guides for you to follow:

1. Allow your Christmas tree to remain outdoors as long as possible. This will keep the tree from drying out too rapidly.

2. Cut off the lower part of the trunk at an angle a few inches above the original cut and place the tree in a container of water. Add water each day to keep the trunk covered with water.

3. Place the tree in a location that is not near any heating device—radiator, fireplace, heater, etc.

4. Don't use your fireplace for an incinerator for discarded gift wrappings. Instead use a metal container for wrappings and then burn them outside in a safe place.

5. As soon as the holidays are over, take the tree out of the house. A dry Christmas tree is very flammable.

6. Don't use candles for decorations and be sure all decorations are fire-resistant.

7. Don't let your electric tree lights touch any of the needles.

8. Double check all decorative lights to make sure they are tight and that the wiring is safe. If outdoor lights are used, be sure they are the weatherproof variety.

9. Use a good ladder for high decorations—not a makeshift arrangement.

10. Be certain that electrical toys have the Underwriter's Seal of approval.

11. Don't let toys get scattered around. Be certain that electrical toys are handled with dry hands.

Have A Safe Christmas

This is the season of excitement and happiness. People are starting to buy gifts. Christmas trees are being bought and decorated. Parties are being planned. A current of excitement is in the air. In the rush of seasonal activities, it is easy to forget the most elementary rules of safety. Look at the poster picture above. You must always think to ask for help in lifting a heavy load. Otherwise, you might attempt something that would cause you to spend your holiday in bed, rather than enjoy it. Safety rules should be applied all year. Make sure you know your safety rules.

Prepared by Dr. Vincent McGuire, Associate Professor, Secondary Education, University of Florida, Gainesville, Fla. Published by the School and College Division, National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. One to nine copies, ten cents each. Lower prices for larger quantities.

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Junior High School

SAFETY LESSON

S-1123-A

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Have You Got The Word?

Fill in the missing word in the following safety rules. (Answers at bottom of column.)

1. Keep passageways and stairs _____.

2. Repair or replace _____ light cords.

3. Don't put small _____ at the bottom or top of stairways.

4. Prevent fire hazards by having a _____ in front of your fireplace.

5. Keep the bathroom floor _____.

6. Turn pot handles _____ on the stove.

7. Be sure there is adequate _____ on stairways and landings.

8. Don't bring a loaded _____ into the house.

9. Burn rubbish in a _____ container.

10. Don't start fires with _____ or _____.

11. Place furnace and fireplace ashes in a _____ container only.

12. Cellar steps should be _____ a _____.

13. Be sure your back porch _____ is in working order.

14. All sharp kitchen knives should be kept in a _____.

15. Before operating any new tool or toy, be sure to _____ the instructions first.

16. Icy walks should be sprinkled with _____ or _____.

17. Before skating on a frozen pond, the ice should be tested _____ and you should never go skating _____.

18. Always make sure you don't block your _____ when you carry Christmas packages.

19. Make sure any _____ or _____ objects are not scattered on the floor within baby's reach.

Answers: 1—clear; 2—worn; 3—rugs; 4—screen; 5—dry; 6—back; 7—light; 8—gun; 9—metal; 10—kerosene-gasoline; 11—metal; 12—painted-light color; 13—light; 14—rack; 15—read; 16—sand-salt; 17—carefully-alone; 18—vision; 19—small, sharp.

Check Your Home

After you have finished the foregoing test, think of additional holiday and home safety rules. Make a checklist for use in your home. If you find any danger points, inform your parents and help them correct the hazards. But remember, all hazards cannot be corrected with one action. You must constantly stay alert and *keep* things safe. List the safety rules for the following pictures.

Safety Rule _____

_____

_____.

Safety Rule _____

_____

_____.

Safety Rule _____

_____

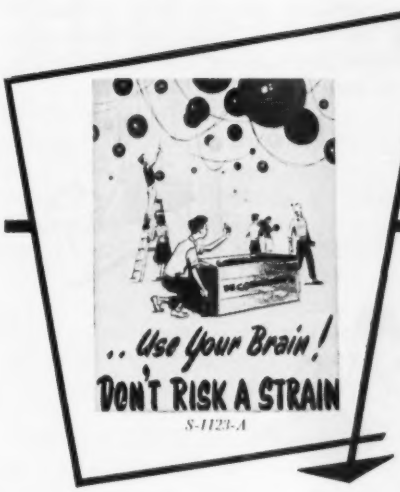
_____.

Dangerous Temptation

Some of you might go South or to the far West for your Christmas vacation. When you're vacationing in the balmy weather of a semi-tropical climate, you might be tempted to stay an extra day and then drive night and day to get home on time. This kind of action could be fatal! Do your part to remind your family to allow enough time for a leisurely, safe drive home. Many accidents occur because people haven't allowed themselves enough time to get to their destination.

Plan your trip carefully so that you can proudly show your tan when you arrive home—instead of asking your friends to take your word for it that you have a tan under the bandages.

DECEMBER 1957



Senior High School

SAFETY LESSON

Home and Holiday Safety

Use Safe Methods

The strains of "Deck the Halls," "Noel," "Jingle Bells" and other Christmas songs are enjoyed by everyone. The strains that occur when unsafe practices are used are *not* enjoyed by anyone. The boy in the poster picture above isn't getting so excited about the holiday season that he's forgetting to apply safety rules. He won't spend his holiday in bed! Instead, he'll enjoy the holiday. Which way will you choose?

Protect Your Family

Make certain that your Christmas will be a happy one by taking steps *now* to protect your family against hazards. Here are some suggestions for starting your home safety program.

1. Make a schedule for the rising hours in your home, a schedule that will allow an unhurried procedure but get everyone safely to work and to school on time. Discuss needed changes with other family members and plan a course of action.

An un-rushed family is usually a safe family.

2. Make a plan for developing more self-control, a more pleasant voice, for improving your time management (especially for Christmas shopping), for starting out the day right, or for any other change that will reduce wear and tear on the emotional balance of family members.

A pleasant family is usually a safe family.

3. Send for a copy of the *Home Safety Check List* from the National Safety Council, or formulate your own. Check the safety of your home with your family. Plan to eliminate all hazards.

A safety-minded family is usually free of accidents.

Check Your Home

Shown below are pictures of various rooms in a home. Each area that could present a hazard is marked with a number. Fill in the safety rule for each number.

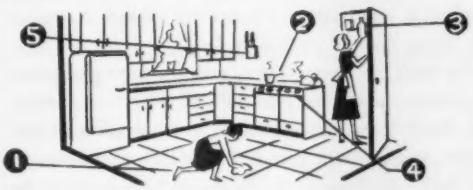
Living Room

1._____ 2._____

3._____ 4._____

5._____

Kitchen



1._____ 2._____

3._____ 4._____

5._____

(Continued on other side)

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Bedroom

1._____ 2._____

3._____ 4._____

5._____

Bathroom

1._____ 2._____

3._____ 4._____

5._____

Answers: Living Room: 1. Use a sturdy ladder. 2. Have a place to store toys. 3 Use non-skid rugs. 4. Proper lighting prevents accidents. 5. Fireplace screen is a must. *Bedroom:* 1. Sturdy screens prevent young children from falling out windows. 2. Use a light switch at the door to operate bed lamp to prevent falls in the dark. 3. Keep the sides of crib up to prevent baby from falling. 4. Keep drawers closed to prevent bumping them. 5. Return small articles—pins, needles, scissors, and buttons—to sewing basket. *Kitchen:* 1. Clear floor of grease or food. 2. Turn pot handles back. 3. Insecticides, disinfectants and other poisons should be kept out of children's reach. 4. Don't leave gas jets open or allow pots to boil over and put out flame. 5. Keep sharp knives in a rack. *Bathroom:* 1. Falls will be prevented by having a grab rail. 2. Medicine cabinets should be out of reach of small children. 3. Hands should be dry before touching electrical appliances. 4. Discarded razor blades should be placed in a proper container provided for that purpose. 5. Porcelain handles may break under pressure and gash the hand—use metal handles.

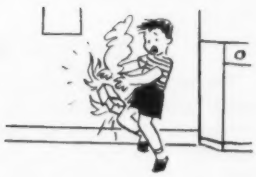
Protect the Younger Set

Shown below are accidents which happen all the time. Don't let your younger brother or sister get into these predicaments. List the safety rule violated in each case.

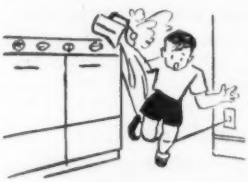
1.

2.

3.



4.



5.

Tempting Trap

If you plan to spend your Christmas vacation in Florida or California, make sure you don't succumb to the tempting trap that catches many people. Too often the vacationers have so much fun and enjoy the warm weather so much that they stay a day or two beyond the date of departure. The result is they start late and violate all safety rules in trying to get home on time.

Getting physically and mentally fatigued, driving at night, riding in adverse weather conditions —all these factors make for a dangerous situation.

Play it safe! Allow plenty of time for a *safe* trip back.

Bulletins

Southern Illinois U. offers safety education course . . .

A minor in safety education has been offered to students at Southern Illinois University. The program was approved by the National Safety Council, and makes Southern the second midwestern school with such a course.

The course will attract students majoring in industrial education and health and recreation education. It will require 24 hours of study in health education, psychology and industrial education.

Southern's safety education minors are qualified as playground and industrial education safety supervisors. Michigan State is the only other midwestern school to offer this program.

Michigan sets up state driver schools . . .

The Michigan legislature has passed a bill providing for state-operated driver schools. The bill states that any county may establish a driver safety school regulated by an advisory board.

There are 170 cities in the country conducting drivers' schools. None are operated by the state, however. Michigan is the first state to pass legislation giving counties authority to hold county-wide driver safety schools.

The advisory boards will be supervised by the superintendent of public instruction and composed of the superintendent of schools of the largest school district in the county, county officials, judges, police officers and citizens at large.

The purpose of the schools is to develop good driving habits and promote traffic safety. The courses are open to volunteers, teen-agers, and traffic violators referred to the school by traffic courts. Offenders have their sentence suspended until after completing the course.

The legislature gave the advisory boards authority to set the school fees, no higher than $10, to defray costs.

Texas tries to reduce bus accidents . . .

A state-wide effort is being made in Texas to cut down on the number of school-bus accidents, in which three children and two adults lost their lives last year. Texas school superintendents and teachers have been asked to help.

The Texas Out-Look reported that the program's aim was to educate motorists about the school-bus-stop law, which requires that drivers stop on meeting or overtaking a school bus stopped on a highway to receive or discharge passengers.

Above: Making plans for the Mobilgas Safety Economy Run held at Evanston Township High School, and the trip to the Northwestern University Traffic Institute, which were features of the School and College Sessions of the National Safety Congress were, from left: Forest L. Noffsinger, Training Division, Northwestern University Traffic Institute; Ivan Eland, staff representative to the Driver Education Section, NSC; Dr. Lloyd S. Michael, Evanston Township High School principal; Dr. Wayne P. Hughes, NSC School and College Division director; and W. J. Gerwe, special representative, Socony Mobilgas.

safety plans explained to parents . . .

For Their Protection is the name of the booklet put out by the Jackson Public Schools, in Jackson, Mississippi, to explain to parents the steps they have taken in the schools to insure the children's health and safety during school hours.

The booklet was prepared by a joint committee representing the P.T.A. Council, the elementary school teachers and principals.

Parents are told how they can help insure their child's safety on the way to and from school, and the safety patrol's duties and hours are cited. The booklet then goes on to explain safety precautions in the classroom, in the cafeteria, on the playground, in office and clinic. Fire drills, storm warnings and school schedules are explained, as well as school policy regarding opening and dismissing during inclement weather.

A Safety Prayer

By Sherburne Prescott

Almighty God, Our Heavenly Father, we humbly beseech Thee to look down upon us and guide us safely on the highways of today.

Instill in us Thy spirit of love and consideration for our fellow man, so that our actions may follow Thy light and with Thy help we may lessen the loss of life by accident.

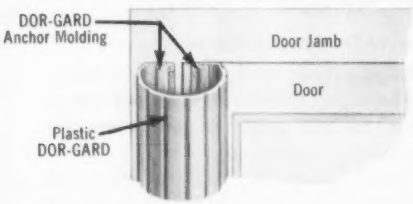
We seek Thy infinite understanding and mercy. Amen.

"Finger Proof"
Your Doors with *DOR-O-MATIC*
DOR-GARDS®

DOR-GARDS is the trade name for finger guards which protect against mashing or mangling of careless fingers and hands (especially children's) in the closing space between doors and frames.

There is no question of negligence . . . no liability . . . no drawn-out lawsuits . . . no settlements running into hundreds, thousands of dollars *because* DOR-GARDS *prevent accidents from happening.*

Works on ALL types of doors . . . long lasting vinyl . . . won't crack . . . easy to install . . . nothing shows but the DOR-GARD. Designed and developed by makers of the famous DOR-O-MATIC INVISIBLE DOR-MAN automatic door operators and concealed in the floor DOR-O-MATIC MANUAL DOOR CONTROLS.



WRITE today for complete information on DOR-GARDS *and name of dealer nearest to you.*

8031

DOR-O-MATIC division of REPUBLIC INDUSTRIES, INC.

7372 West Wilson Avenue, Chicago 31, Illinois

Christmas Exhibit Teaches A Safety Lesson to Everyone

FIFTH graders at Falstaff Road School in Baltimore, Maryland, constructed a Christmas "safety" tree of green and white balloons last holiday season. Under the tree they placed a miniature model, which they also made, of the area adjacent to the school, depicting streets, crossings and parking areas. Children had a wonderful time looking at the tree and pointing out familiar places in the model. Hundreds of parents and other neighbors also came to see, many of them at the insistence of their children and others at an invitation printed in the school bulletin.

Adult crossing guards, safety patrols, traffic lights and caution signs make the area around the school fairly safe for children, but the big problems were parents who double and triple park around the school and direct their children to "jay-walk" to or from their cars. Included as part of the display was a sign pointing out this unsafe situation and asking parents to cooperate in keeping the school area safe by observing traffic rules. Many parents cooperated in ensuing weeks, with a noticeable improvement in the traffic situation.

ORDER YOUR VOLUME OF THE TRANSACTIONS OF THE SCHOOL AND COLLEGE SESSIONS, 45TH NATIONAL SAFETY CONGRESS, *NOW*. WRITE, ENCLOSING 85 CENTS, THE SCHOOL AND COLLEGE DIVISION, NATIONAL SAFETY COUNCIL, 425 NORTH MICHIGAN AVENUE, CHICAGO 11, ILLINOIS.

Parents ~~WANT~~, *demand* a WELL EQUIPPED Safety Patrol . . .

That's where we can help . . .

Graubard's Equipment is nationally known as the school safety patrol equipment "That Promotes Safety". It does this by fulfilling both of the conditions essential to a really effective Safety Patrol.

First, it gives each patrol member a definite sense of responsibility and a pride in doing his job well.

Second, being "Standard Equipment" it is recognized by school children and motorists alike, assuring their respect and cooperation.

Take the time to check your safety patrol today! Look over the many "standard" Safety Patrol Equipment items listed below and be sure your patrol members are properly uniformed and ready to perform the vital task of protecting your children, in all kinds of weather! . . .

Samples Submitted Upon Request Without Obligation

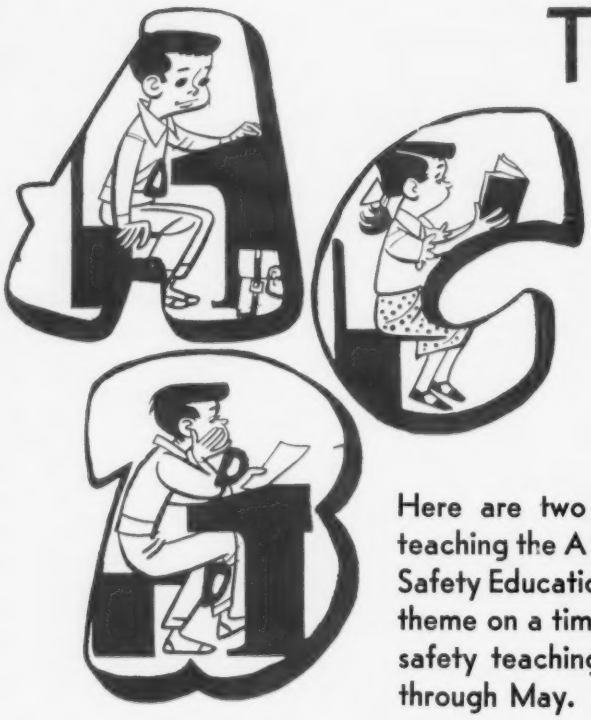
SAFETY PATROL EQUIPMENT CHECK LIST

Belts	Raincoats	Corporal Digbys
Caps, Helmets	Capes	Trafficones
Badges	Caution Flags	School Warning Signs
Arm Brassards	Merit Awards	Traffic Control Signs
Emblems	Boots & Overshoes	Other Items

WRITE FOR OUR LATEST CATALOG

GRAUBARD'S Note New Address 236 High Street Newark 2, N. J.

"America's Largest Safety Patrol Outfitters"



THE 'S OF SAFETY

Here are two aids that will simplify the job of teaching the A B C's of safety—Safety Lessons and Safety Education Posters. Tying together a common theme on a timely subject, they create an effective safety teaching program each month, September through May.

SAFETY LESSONS . . . Here is factual information, suggested student activities, interesting quizzes and tests designed so they can be used as pupil worksheets. Prepared for four grade levels —Lower Elementary (1 to 3), Upper Elementary (4 to 6), Junior High (7 to 9) and Senior High (10 to 12). Safety Lessons for Junior and Senior High also include safety projects for correlation with various courses.

QUANTITY PRICES

STOCK No.		1 to 9 copies	10 to 99 copies	100 to 999 copies	1000 to 4999 copies	5000 to 9999 copies	10,000 or more copies
461.01	Subscription, 9 issues, ea.	$.55	$.25	$.138	$.11	$.10	$.093
461.03	Single issues, ea.	.10	.03	.018	.014	—	—

POSTERS . . . While the Safety Lessons are used as teaching aids, the colorful, eye-catching Safety education Posters will keep reminding the students of the lesson they learned for the remainder of the month. Two 8½x11½", 2-color posters are issued each month, one for elementary schools, the other for secondary schools.

QUANTITY PRICES

STOCK No.		1 to 9 copies	10 to 99 copies	100 to 999 copies	1000 to 4999 copies	5000 or more copies
481.11	Subscription, 9 issues, ea.	$.80	$.46	$.40	$.32	$.28
481.13	Single issues, ea.	.10	.058	.05	.04	.035

NATIONAL SAFETY COUNCIL 425 N. MICHIGAN AVE. CHICAGO 11, ILLINOIS